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OF

Education in Upper Canada,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION OF THE EDUCATION DEPARTMENT IN 1876

VOL. XVI., 1860.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D.

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

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ERRATA TO THE SIXTEENTH VOLUME.

Page 20. Fifth line from the bottom of the page for Picton, read Pictou.

Page 57. In the last line of the foot note, for Chapter IX. of this Volume, read Chapter IX. of the preceding volume of this Documentary History.

Page 221. In the eighteenth line from the bottom of the page, for 1864, read 1861.

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PREFATORY NOTE TO THE SIXTEENTH VOLUME.

The first part of this Volume is devoted to a Report prepared by Doctor Ryerson on behalf of the Commissioners appointed by the Government of New Brunswick in 1854, to reconstruct the Educational System of that Province, and especially to reorganize King's College, Fredericton, in order to make it more useful, as well as more acceptable to the people of that Province. The Report is inserted in this Volume on account of its having been so frequently referred to and criticised by the University men, who took part in the Proceedings at Quebec before the Select Committee of the House of Assembly, on the University Question.

A large proportion of the remainder of the Volume is taken up with what may be regarded as the aftermath of the notable discussion which took place before this Select Committee in the early part of 1860. This renewed discussion on the University Question was caused by the publication, after the Committee had ceased to exist, of an elaborate joint Pamphlet, prepared by Vice-Chancellor Langton, representing the Senate of the University of Toronto, and Professor Doctor Daniel Wilson, representing University College. This Pamphlet contained not only the evidence given by these two gentlemen before the Select Committee, in a more extended form than that in which it was presented by them, but also embodied a series of elaborate Notes, impugning many of the Statements made by Doctor Ryerson, in his defence, before the Committee, of the Memorial of the Methodist Conference, against the proceedings of the Senate of the University of Toronto. In that Pamphlet, it was stated, in more than one form of impeachment, that Doctor Ryerson: "neither by previous education, by special training, or experience, nor by fidelity to the trust imposed in him, as a Member of the Senate of the University," did he "merit the confidence of this Committee, or of the Province, as a fit Adviser on a System of University Education."

Under these circumstances Doctor Ryerson felt compelled to reply to the aspersions thus cast upon him, as a Public Officer, in this joint Pamphlet. This he did in a series of five elaborate Letters, addressed to the Chairman of the late Select Committee. The Methodist Conference also organized a Scheme for a series of Public Meetings on the subject, which were held in various parts of the Province, and at which Resolutions were passed, and Memorials to the Legislature were adopted, protesting very strongly against the proceedings of the Senate of the University, and the alleged extravagant Expenditure of its funds. The Select Committee of the House of Assembly, which had been appointed to inquire into the question of University Administration, which had been impeached, having failed to report to the Legislature on the subject, the Government appointed a Commission to take evidence on the various charges which had been made against the University Senate and its financial proceedings, and to report to it fully upon the whole matter.

A pleasing feature in the events of the year, to which this Volume refers, was the auspicious Visit of His Royal Highness the Prince of Wales. In order to give completeness to the educational features of that visit, I have inserted an account of his hearty reception, at each place that he visited, by thousands of the school children. I have also given copies of the various Addresses which he received at each of the Educational Institutions in the various Provinces, and his replies thereto.

This Volume also contains on interesting historical retrospect of University Education in Upper Canada, from 1827 to 1860, by the Reverend Doctor McCaul. It also contains the usual chapters on the proceedings of the Legislature, the University Senate, the College Councils and the various Churches, on educational matters, as well as the official School Reports and the Financial Statements of the year.

J. GEORGE HODGINS, I.S.O.,

Historiographer of the Education Department of Ontario.

Toronto, 3rd October, 1906.

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CHAPTER I.

REPORT ON KING'S COLLEGE FREDERICTON, NEW BRUNSWICK. 1854.*

The Vice Chancellor of the University of Toronto, (Mr. John Langton,) in his revised Evidence before the Select Committee of the House of Assembly on the University Question, maintained that Doctor Ryerson had objected to certain subjects of study in the Toronto University, which, in his Joint Report of 1854 on King's College, Fredericton, New Brunswick, he had advocated should be embraced in the proposed University Course of that Institution. He also stated that the period of introducing certain "Options," which Doctor Ryerson had objected to for the Toronto University, he had himself proposed should be the rule in the New Brunswick University. I have thought, therefore, that that Report, being partly contemporaneous and partly illustrative of the questions discussed, before the Select Committee, should be embraced in the present record of the University contest at Quebec of 1859-1863, since reference had been made more than once to its recommendations and details, as applying also to the matters in dispute in regard to the University Question of this Province.

By a singular and appropriate coincidence, this Report—sketching a School and Collegiate System for New Brunswick,—forms a comprehensive resumé of the History of the School System of Upper Canada from 1847 to 1854, was chiefly written by Doctor Ryerson,—the Founder of that System. It, therefore, forms an interesting and valuable addition to the History of Education in this Province, to which these Volumes are specially devoted.

NEW BRUNSWICK ACT AUTHORIZING THE APPOINTMENT OF A COMMISSION IN REGARD TO KING'S COLLEGE, FREDERICTON, NEW BRUNSWICK.

AN ACT RELATING TO KING'S COLLEGE AT FREDERICTON, PASSED ON THE FIRST OF MAY, 1854.

Be it enacted by the Lieutenant Governor, Legislative Council, and Assembly, (of the Province of New Brunswick) That His Excellency the Lieutenant Governor-in-Council be, and he is hereby, authorized and required to appoint a Commission, consisting of not more than Five Persons to inquire into the present state of King's College, its management and utility, with the view of improving the same, and rendering that Institution more generally useful, and of suggesting the best mode of effecting that desirable object; and should such Commission deem a suspension of the present Charter desirable, then, to suggest the best mode of applying its Endowment in the meantime for the Educational purposes of the Province, and to make a Report of their doings to His Excellency the Lieutenant Governor, to be laid before both Branches of the Legislature within twenty days after the opening of the next Session.

*By the Courtesy of Doctor Inch, Chancellor of the University of New Brunswick, and the Chief Superintendent of Education in that Province, I have been favoured with a copy o. Report.

Report on King's College, Fredericton, New Brunswick.

Letter to the Provincial Secretary from the Honourable John H. Gray, with the Report of the Commission relating to King's College, Fredericton.

As Chairman of the Commission appointed at the close of the last Summer, under the Act "Relating to King's College at Fredericton," I have the honour to enclose the accompanying Report for the information of His Excellency the Lieutenant Governor and the Legislature. . . .

2. In accordance with the determination of the Commissioners, after a protracted sitting in Fredericton, I proceeded with the Reverend Doctor Ryerson to Upper Canada. Since my return, I have been in correspondence with the other Commissioners on points requiring further elucidation, having had to make and forward copies of the Draft of the Report for their consideration; and yesterday I received Doctor Ryerson's final reply. I enclose with the Report a Letter from Mr. J. W. Dawson, as containing some valuable suggestions; also a Schedule of Scholarships prepared by him, differing in some degree from the one agreed upon by the Commissioners, but which perhaps may, by the Legislature, be deemed preferable.

3. It was my intention, had the former Administration have remained in office, to have proposed to my Colleagues the printing of the Report, so that it might be laid before the Legislature at a very early day in the Session, and thus afford ample time for its perusal before any action was taken upon it. There can be no doubt that, on a subject of such importance, the Legislature would order the printing; and I now suggest that course for your consideration.

4. The expenses of such a Commission, involving the travelling charges of Gentlemen to and from the different Provinces, and their undivided attention for five, or six, weeks, even when conducted with the greatest prudence, will necessarily be considerable, I received, by the command of His Excellency, Sir Edmund Head, and disbursed towards the payment of those expenses, the sum of Two Hundred and Fifty pounds. (£250).

5. I beg to express, with the full concurrence of my fellow Commissioners, our acknowledgments of the very valuable assistance afforded us by Doctor Ryerson. His great experience, and unquestioned proficiency on all subjects connected with Education, justly entitle his opinions to great weight.

Saint John, N.B., 20th December, 1854. John H. Gray, Chairman.

To His Excellency the Honourable John Henry Thomas Manners Sutton, Lieutenant Governor and Commander in Chief of the Province of New Brunswick.

May it please Your Excellency,—

The undersigned Commissioners on King's College, Fredericton, have the honour to report as follows:—

I. The Act of the Legislature, under the authority of which our proceedings have been conducted, authorized the Governor-in-Council: "to appoint a Commission, consisting of not more than five Persons, to inquire into the present state of King's College, its management and utility, with the view of improving the same, and rendering that Institution more generally useful, and of suggesting the best mode of effecting that desirable object; and should such Commission deem a suspension of the present Charter desirable, then to suggest the best mode of applying the Endowment, in the meantime, for the Educational purposes of the Province."

II. Looking at the comprehensive terms of the Statute, (under which the Commission was appointed), and the Letter of Instructions and Suggestions addressed by His Excellency Sir Edmund Head to the Commissioners, the subject referred to the Com-

mission appeared to embrace the whole System of Collegiate Education in New Brunswick; and, accordingly, the undersigned Commissioners, after having assembled at Fredericton on Saturday, the 16th of September, and having read the Statute, the Commission, and Letter of Instructions relative to their appointments and duties, together with the Statutes and various Documents referred to them, proceeded during several days, to address themselves to the two-fold subject,—as to what System of Collegiate Education is best adapted to supply the wants of he Province of New Brunswick,—and as to whether King's College, as now established, is adapted to give effect to such a System.

I. FIRSTLY. 1. *A Comprehensive and Practical System Required.* In considering the System of Collegiate Education best adapted to the circumstances of New Brunswick, we were unanimously of opinion that it ought to be at once comprehensive, special, and practical; that it ought to embrace those Branches of Learning which are usually taught in Colleges both in Great Britain and the United States,—and Special Courses of Instruction adapted to the Agricultural, Mechanical, Manufacturing, and Commercial Pursuits and interests of New Brunswick; and that the subjects and modes of Instruction in the Sciences and Modern Languages, (including English, French, and German,) should have a practical reference to those pursuits and interests.

2. *A High Standard Desirable.* New Brunswick would be retrograding, and would stand out in unenviable contrast with every other civilized Country in both Europe and America, did she not continue to provide an Institution, in which her own youth could acquire a Collegiate Education, such as would enable them to meet on equal terms, and hold intercourse with, the liberally educated men of other Countries. New Brunswick would cease to be regarded with affection and pride by her Offspring, should any of them be compelled to go abroad in order to acquire an University Education. The idea, therefore, of abolishing, or suspending, the Endowment of King's College, cannot be entertained by the Commissioners for a moment. On the contrary, we think there should be an advance, rather than a retreat, in this respect, and that the youth of New Brunswick, whether many, or few, who aspire to the attainment of the best University Education, as preparatory to professional, or other active, pursuits, should be able to secure that advantage in their native land.

3. *What a Collegiate Course Should Embrace.* The undersigned, therefore, recommend that a Collegiate Course of Instruction should be provided for, embracing the English Language and Literature,—Greek and Roman Classics,—Mathematics,—Modern Languages,—Natural History,—Chemistry,— Natural, Mental and Moral, Philosophy,—and Civil Polity; that the standard of Matriculation for entrance upon this Course of Study should be similar to that which has been established for Matriculation in the University of Toronto;* that the Course of Study for the Bachelor of Arts Degree should extend over a period of three years; that the Subjects of Study and the System of Options in pursuing them, for the appropriate exercise and cultivation of the different useful talents, should be in harmony with what has been adopted by the most experienced educationists in the recently established Colleges in England and Ireland, as well as in Canada.

4. *Scheme of Three Courses Suggested.* But to provide for this class of Collegiate Students only, as has heretofore been the case in New Brunswick, and has been the case in most Colleges in other Countries, is to provide for only a small proportion of those youth who seek for the advantages of a superior education. The Undersigned, therefore, recommend three additional Courses of Collegiate Instruction, the Matriculation Examination for admission to the study of each of which, to be the same in English Language, Mathematics, Geography, and History, (not including the Greek and Latin Languages), as that required for the Matriculation of Students in the Course of Studies for the Degree of Bachelor of Arts; that each of these special Courses of Study should extend

*This was at that time practically the standard of Matriclation of the former King's College, at Toronto, which had not then been reduced by the Senate of the Toronto University.

over a period of two years, at the conclusion of which each Student, passing a satisfactory Examinations in the Special Course of Study pursued by him, should be entitled to a Diploma.

5. *The First Special Course of Study.* The first of these Special Courses of Study is that of Civil Engineering and Land Surveying,—embracing the English Language and Literature, Mathematics, General Physics, Chemistry, Surveying, Drawing and Mapping, Mechanics, Hydrostatics, Mineralogy and Geology, and Civil Engineering, including the principles of Architecture. In the study of the subjects of this Course, there will be some Option, according as the Student purposes to be a Land Surveyor, or a Civil Engineer.

6. *The Second Special Course of Study* is that of Agriculture,—embracing the English Language and Literature, Chemistry, Elements of Natural Philosophy, Zoology, and Botany, Theory of Agriculture, Physical Geography and History, Mineralogy and Geology, Surveying and Mapping, History and Diseases of Farm Animals, Practice of Agriculture, and Book-keeping.

7. *The Third Special Course of Study* is that of Commerce and Navigation,—embracing the English Language and other Modern Languages, Arithmetic and Book-keeping, Physical Geography, Chemistry, Mathematics, Natural Philosophy, English Literature and History, Law of Nations and Commercial Law, and Navigation. In pursuing this Course of Study, the Student will be allowed some Option in the subjects, according as he may intend to be a Merchant, or Navigator.

8. *Details of These Special Courses.* In Appendix Number Two to this Report, these Courses of Instruction are stated in detail, the order in which they should be pursued, and the extent and manner of allowing Options.

9. *Occasional Students.* In addition to these Special Courses for Matriculated Students, it is recommended that Persons, on application, and payment of the Fees required, and in conformity with the Regulations made in respect to occasional Students, be admitted to attend any one, or more, of these Courses of Lectures, and receive Certificates accordingly.

10. *These Courses of Study are designed to Meet Various Wants.* By the Courses of Study thus sketched, and the facilities to be afforded for attendance on single Courses of Lectures, the Commissioners are of opinion, that the higher educational wants and interests of New Brunswick are fully consulted; an University Course of Education comparable with that of any other Country is maintained unimpaired for those who have the means, and the whole ambition of acquiring general Collegiate Scholarship; while special and appropriate Courses of Instruction are provided for every young man who seeks to prepare himself thoroughly for entering upon any of the great employments of Agriculture,—Manufactures,—Commerce,—Land Surveying,—Civil Engineering,—or Navigation. Even any person who, with a view to some particular situation, or branch of business, may feel it necessary to attend a single Course of Lectures in Chemistry, Natural History, Natural Philosophy, Surveying, Engineering, etcetera, can avail himself of the advantages of College Lectures for that particular purpose. Thus will the Endowment and the advantages of King's College be made available to every class of interests and of intelligent and enterprising young men in New Brunswick,—to the Mechanic and Engineer, the Farmer and the Merchant, the Manufacturer and the Surveyor, not less than to those who seek the best preparation for any one of the learned Professions.

11. *Religious Instruction.* In devising and maturing a proper System of University Education, the question of Religious Instruction has not failed to engage the most earnest attention of the Commissioners. On this subject there should be no difference of opinion in a Christian Land, and among a Christian People. No youth can be properly educated who is not instructed in Religion, as well as in Science and Literature. The Question is, not whether each youth shall be Religiously instructed, but how far it is

in the power, and, therefore, the duty, of the Government to give such Religious Instruction? In a free Country, the Government is a reflection of the sentiments of the people, and the Executor of their will. As the Government is not constituted to represent and inculcate the sentiments of any one Religious Persuasion, (in contradistinction to those of other Religious Persuasions,) so it would be false to its duty and character to attempt to do so. But the Government, if not as representating the collective sentiments of all Religious Persuasions, yet, as being at least the guardians of their equal rights, should require that the Evidences, the Truths, and the Morals of Christianity, should lie at the foundation of all Public Collegiate Instruction. As to the teaching of what is peculiar to each Religious Persuasion, this clearly appertains to such Religious Persuasions, and not to the Government. It is confessedly the duty of each Religious Persuasion to provide for the Religious Instruction of its own youth; and the responsibility of performing, or neglecting, that duty, rests with such Religious Persuasion, and not with the Government. In a National, or Provincial, College, therefore, like King's College, special provision should be made for allowing the Authorities of each Religious Persuasion to give Religious Instruction during a part of one day in each week to such of its own youth as may be attending the College, and also to require such youth to attend at the time and place of such Religious Instruction, as also to attend their own Place of Worship at least once on Sabbath. This system of Religious Oversight and Instruction has been in operation for some years, in regard to the Students of the Normal School of Toronto, in Canada West; and the satisfactory and complete success of it there, has led to its recent introduction into the Toronto University College. The Clergy of the Religious Persuasions concerned, have shown a becoming readiness and fidelity in the performance of their duty: Denominational rivalship, and the guilt and reproach of neglecting such a duty, together with the higher motives of moral obligation, have proved ample inducements to secure its performance.

12. *Although Non-Denominational, Yet Religious Instruction can be Given.* Thus, may King's College be Non-denominational, yet facilities provided for giving Denominational Religious Instruction to its Students, by those whose proper province it is to give such Instruction. There is no infringement of the Religious rights, or scruples, of any class; yet there is a due regard for the observance of all the duties of a Christian family.

13. *Students Boarding.* The Students should be allowed to board in Private Houses approved of by the Authorities of the College, and under prescribed Regulations. Experience has tested the wisdom of this arrangement under the sanction of the Governing Bodies of Harvard, Brown, and Toronto, University Colleges; and where a Boarding Hall is retained in the College for those who prefer it, provision is, and should be, made for the observance of all the duties of a Christian family.

SECONDLY—I. *The Present Constitution of King's College not Suitable.* In proceeding to the Second Part of the inquiry, as to whether King's College, as now constituted, is adapted to give effect to the System of Instruction, which we have thus explained and recommended, as adapted to meet the circumstances and promote the best interests of New Brunswick, the Commissioners soon became satisfied, from the Documents and information laid before them, and from personal inquiries, that King's College is not constituted to give effect to such a System. It is needless, and can accomplish no useful object, for the Commissioners to state the grounds on which they arrived at this conclusion. It is sufficient to say that the Province has advanced, its circumstances have materially changed, and its higher educational wants have greatly multiplied, since the establishment of King's College. It will be more appropriate, as well as more agreeable, for them to state the measures which, after much consideration, they unanimously recommend to carry into effect the system submitted in the former part of this Report.

II. *Draft of Bill for the Proposed University.* Looking at the question in its widest aspect, as embracing the whole System of University Education in the Province, and including as its proper component parts the Normal, Grammar, and Parish Schools

of the Country, we think there should be established a Provincial Body under the style and title of "The University of New Brunswick,"* to exercise the powers and fulfil the functions of the present Council of King's College and the Board of Education; that the Corporation of the University should consist of a Senate, appointed by the Governor-in-Council, one-third of whose Members should retire from office annually, but be eligible to be re-appointed; that the Senate should make all the Regulations relative to the Courses of Study, Government, and Discipline of King's College, the Collegiate School, the Normal, Grammar, and Parish, Schools, and School Libraries, the selection of Text and Library Books; that the immediate administration of the whole System should be under a Chief Superintendent of Education, who, as well as the Senate, should be subject to all lawful orders and instructions which may be issued from time to time by the Governor-in-Council. To give effect to these recommendations, we have prepared a Draft of Bill, which is contained in the Appendix to this Report, marked Number One, and to which we refer as the best exposition of what we propose.

III. *The Provisions of this Draft of University Bill Remedy Existing Evils.* The provisions of this Draft of Bill furnish a remedy for the chief evils which have been complained of in connection with King's College, while the Endowment of that Institution is preserved inviolate. The Draft of Bill provides a remedy also for the chief anomalies and weaknesses which exist in the present system of Grammar and Parish Schools; also for the management of a Provincial Normal and Model School; and, when provision shall be made for their establishment,—a System of Libraries, which, in Canada West, has been productive of the greatest good.

IV. *Affiliation of Colleges with the University.* This Draft of Bill provides likewise for the affiliation to the University of other Seminaries of Learning than King's College; so that a Student matriculating in any of the Courses of Study recommended, may pursue his studies in any of the Affiliated Institutions, and come up before the Examiners appointed by the Senate, and, on passing a satisfactory Examination, receive his Degree, or Diploma. Thus will the Denominational Seminaries, as well as other Educational Institutions of the Country, become linked to the University in the bond of common relationship, co-operation, and interest; the independent self-government of those Seminaries will not, in the slightest degree, be interfered with, while their exertions and usefulness will be encouraged and honoured. There will be connection and unity in the whole System, from the Parish School up to the University. The Parish Schools lie at the foundation, and are intended to furnish a proper Elementary Education for the whole community,—based and conducted upon Christian principles,—not violating the principles of Civil and Religious Liberty by compelling any Child, in matters of Religious Exercises and instructon, to be present, against the wishes of his Parents, or Guardians,—but securing to every Protestant Child in the Land the right of perusing "the Bible"—that Word of God, which is the infallible Text-book of his Faith, the choicest patrimomy of his Forefathers, and the noblest Charter of his rights as a man and as a Christian. The Grammar School should be conducted upon the same principles as the Parish School; it occupies an intermediate place between the Parish School and the Colleges, and should teach those subjects, the knowledge of which is necessary for Matriculation in the University, the Colleges of which will complete the work of education in all its great departments and most important applications. The same principles and spirit would pervade the entire System; the basis of education in the Parish Schools would be the same for the whole community—at least, so far as the Public, or Government, provisions and Regulations are concerned,—not interfering with Private Schools, or taking them into account; but, as soon as the Pupils would advance to the limits of instruction provided for all, then those whose Parents could no longer dispense with their services,

*The term "University" is used in its proper comprehensive sense, as being a School for teaching all branches of learning; in which sense it is invariably used, in France, where it includes all the public Educational Institutions of the Nation, from the Sorbonne and College de France down to the Primary Schools,—all of which are under the control of a Rector, aided by a Council.

would enter life with a sound Elementary Education; those whose Parents might be able and disposed to assist them in acquiring a higher education, would proceed to the Grammar Schools and Collegiate Institutes, in order to pursue some one of the Courses of Study that will best qualify them to advance their own interests and those of their Country, in the capacity of Farmers, Merchants, Manufacturers, Engineers, Architects, Mechanics, Navigators, or Professional men.

V. *The Grammar and Parish School Acts* very properly and forcibly describe the duties and functions of these two classes of Schools; and little is required beyond what is provided in the annexed Draft of Bill to render these School Acts effective, except the recognition and application of the one principle, (but that the essential vital principle,) that each Child in the Land has a right to such an education as will fit him for his duties as a Christian citizen, and that every man is bound to contribute according to the property that he possesses and enjoys in the Land, to secure to each Child the possession and enjoyment of that right. It is the practical application of this principle that has given to the people of Massachusetts their pre-eminence in mind, wealth, and prosperity; it is the application of the same principle in Canada West, (not by the requirements of State Law, but by local voluntary Assessment of Property by the people themselves in each County and Parish,) that is giving such an amazing impulse to all that is energetic, enterprising, and ennobling in that Province. The application of the same principle by the people in each Parish and County of New Brunswick would uplift the whole mind of the Country in the course of a few years, develop and rouse into action its intellectual and physical energies, and add tenfold more to the value of Property, (as it is doing in Canada West,) than the cost of the process by which such results are achieved, and which are themselves but the germs and foreshadowings of results still more splendid and important. It is individual self-reliance and exertion that leads to individual success and greatness; and what is true of an individual, is true of a Neighborhood, a Country, or a Province.—The inhabitants of New Brunswick have this noble destiny in their own hands; and the responsibility and shame will rest upon themselves if they do not achieve it. Their magnificent Country invites,—demands it at their hands; the example and progress of neighboring Provinces and States urge them to do it, if they would keep company and maintain rank with those Provinces and States.

VI. *The Practical Value of the Special Courses of Study Self Evident.* The Commissioners think it needless to offer any vindication of the Special Courses of Study which they have recommended to be established in King's College, with a view to the great industrial employments of the Country. Members of the Legislature, and Persons in office, and other situations of public trust, are selected from all these departments of activity and enterprise; and no one will doubt the great benefit in every such case, whether to the Farmer, or the Merchant, the Manufacturer, or the Mechanic, of a thorough knowledge of the English Language, and an acquaintance with English History and Literature.

VII. *Additional Accommodation, Apparatus and Lecturers Required.* To provide for these Courses of Study in King's College, additional accommodation and Apparatus, as well as additional Lecturers and Instructors will be required. According to our Estimate, the present Endowment and Grant to King's College will defray the current expenses of these additional Courses of Instruction; but, if any special aid is needed to provide and furnish Lecture Rooms for Instruction in subjects so important to the Province at large, we doubt not but the Legislature will readily grant the aid required. And should the provisions recommended in the annexed Draft of Bill to secure the effective Administration and Discipline of the College lead to any change in the relations of any Officer of the College, the wisdom and justice of the Legislature, in connection with the recommendation of the Senate, may be safely relied upon to provide for any such case.

VIII. *Remunerations of Professors and Instructors.* In the same just and enlightened spirit should the remuneration of Professors and Instructors employed in the College be considered and provided for. Effectual steps should be taken, and provisions

made, to secure the services of competent and able men in each Department and Branch of Instruction,—men animated with the spirit of their work,—and to see that they faithfully and diligently perform their duties; but equal care should be taken, and provision made, to compensate them for their learned and arduous labours. Men in such situations cannot be expected to do justice to their own talents and attainments, and labour with energy and zeal, who pursue their work with a consciousness of wrong done to them by the inadequacy of their remuneration, the pressure of want in their families, and their utter inability to supply themselves with the Books and Publications necessary to enable them to make researches, or keep up with the progress of knowledge in their respective Departments. For the continual and healthful exercise of our intellectual powers, either in the acquisition, or communication, of knowledge, the mind must be calm and the heart at ease; and this is a condition most favourable to the cultivation of proper dispositions and the daily putting forth of proper exertions on the part of Professors and Instructors in a College. No economy is more false and wasteful than that which paralyzes the usefulness of an Office, and defeats the very design of it, by the slenderness of its support,—thus causing the employment of an incompetent Person to fill it, or rendering a competent Person inefficient by the discouragements and depressions under which he labours. True economy, in such a case, consists, not in employing men at half price for their labour, or giving them a less remuneration than that which is given to a Civil Engineer, or Merchant's Clerk, but by the guarding against and restricting of those nameless contingent expenses which arise from the adoption of half matured plans, and improper modes of prosecuting them, or loose and careless methods of general management,—expenses which amount to much more than competent Salaries to competent men. A just and liberal remuneration to the Officers employed in any work, but the most careful attention to plans of proceeding, and rigid economy in details of expenditure, is the best economy, whether in the business of a Manufacturing Establishment, a Mercantile House, an University College, or the Government of a Country.

IX. *A Normal and Model School Essential.* But the System of Provincial Education will be essentially defective without the establishment of a Provincial Normal and Model Schools.* The necessity of these has been so strongly felt in New Brunswick, that the Legislature has adopted measures more than once to carry them into effect. But these measures, however patriotically and liberally conceived, have been very partially successful, if not failures. This disappointment, to whatever cause it may be attributed, is certainly not owing to any thing doubtful, or difficult, in the establishment of the Normal School itself. There must be a clear and accurate conception of the office and mutual relations of the Normal and Model Schools,—for the two Schools form but one Institution; the Students being Pupils to the former, and Observers and Teachers in the latter. The Normal School consists of Teachers, or Candidates for teaching; the Model School of Pupils from five to sixteen, or eighteen, years of age, and should embrace about two hundred in number. The Model School is partially self-supporting, as the pupils pay Fees. The Model School is under the general oversight of the Head Master of the Normal School, but is under the immediate charge of one, or more, Teachers having a Normal School training, and is designed, in its Fittings, Apparatus, Organization, Teaching, and Discipline, to be a pattern, or Model, according to which each Student in the Normal School is expected to conduct his own School, when he goes out as a Teacher. In the Model School also, each Student of the Normal School spends about half a day each week observing and teaching under the direction of the Master of the School. For example, if there were sixty Students, or Teachers-in-training in the Normal School, they would be divided into ten classes, each class acting as Assistant Teachers in the Model School one half a day, out of five days in each week. The rest of the time they would be employed in attending Lectures and Exercises with the, (at least,) two Masters of the Normal School, in the subjects which are, or ought to be, taught in the Parish Schools. The Model School is, therefore, an essential appendage of the Nor-

*In Toronto there are a Boys' Model School and a Girls' Model School connected with the Provincial Normal School.

mal School,—it is the School and standard of practice for Students in the Normal School. To have a Normal School, without a Model School connected with it, may make theoretical, but not practical, Teachers; while a Model School alone will not make Teachers acquainted with the Theory and Science of the subjects and practice of their profession. The true objects and relations of the Normal and Model Schools being defined and kept in view, the next essential condition of success is, the selection and employment of Masters thoroughly acquainted, and imbued, with the spirit of their work,—men of sympathetic and benevolent hearts, as well as clear and well disciplined heads. An intelligent Teacher, under the training of such men for a few months, will acquire twice his former power of managing a School and instructing Children. A Teacher trained during one, or two, Sessions of five months each, in the Normal and Model Schools of Canada West, will teach all the subjects, except Reading, taught in Common, or Parish Schools, without a Book, from his own clear conceptions and familiar knowledge of the subjects, and will do more to develop the faculties of Children and impart knowledge to them in six months than is done in a year in the ordinary imperfect modes of conducting Schools. Of this some of the Commissioners have satisfied themselves, by what they have witnessed in Canada. Thus, is one half the time of Children gained by this system of School Teaching and School Management, and their mental powers and habits are proportionately improved. It would be folly to expect, as a general rule, a person to be a skilful Lawyer, Physician, or Mechanic, unless trained for his profession, or trade. Experience has proved it to be equally advantageous to all parties concerned, that the Teacher should be trained for his profession. Whatever, therefore, may be the expense of a Normal, or Model, School for the Country, it is no less economical than beneficial to the community at large. It will readily repay ten-fold, if not one hundred-fold, what it will cost. When it was proposed to establish the Normal and Model Schools for Canada West, in 1847, the Legislature granted the sum of Fifteen Hundred Pounds, (£1,500), to fit up and furnish Buildings, and procure the requisite Chemical and Philosophical Apparatus for the illustration of Lectures, and Fifteen Hundred Pounds, (£1,500), per annum to support the Institution, including Salaries, Fuel, Books, Stationery, etcetera. So satisfactory was the experiment, that spacious Premises have since been purchased, and noble Buildings erected by appropriations made by the unanimous votes of both branches of the Legislature. The Commissioners have reason to believe, that the Institution of a Normal and Model School, not inferior in character and efficiency for New Brunswick to that at Toronto, can be established by a Legislative Grant of One Thousand Pounds, (£1,000,) for procuring, fitting up Premises, purchasing Apparatus, etcetera, and a Grant of One Thousand Pounds, (£1,000) per annum for the support of the Institution, which, to ensure its efficient working, should be located, if possible, in a populous Town,—where Pupils to the number of two, or three, hundred may generally be obtained, and where the mode of instruction and the progress of improvement, may be under the constant supervision of a watchful and deeply interested public. The advantages of such an Institution to the whole Province, cannot be estimated in pounds, shillings, and pence. It is a College for the Instructors of the masses of the people, whose School education is wholly dependent on the Parish Schools; while King's College and kindred Institutions are for the education of those who can afford the means and time to obtain a higher scholarship. Both classes of Institutions are indeed essential to the interests of the Province; for the resources of a Country cannot be developed, nor its Manufactures and Public Works established and maintained, nor its Institutions perfected and administered, nor its physical maladies and sufferings alleviated, nor its civilization advanced, without the presence and labours and succession of scientific and learned men. It is, therefore, suicidal and barbarous in a Country to exclaim against, or not to sustain the Higher Institutions of Learning. But is it not less unnatural and barbarous to depreciate and refuse to sustain, or establish Institutions for the education of the most numerous, as well as the most needy classes of the people. The Parish Schools are, in fact, the Colleges of nine-tenths of the people; and to despise those Schools, to neglect them, to make, or keep, the Parish School House the poorest and most

comfortless place in the Parish, is clearly most impolitic and unwise. This ought not so to be. The "Parish Colleges" should be elevated, while the University Colleges should be maintained. The inhabitants of Canada West have resolved that Buildings for Elementary Education should not be less convenient and complete in their kind, than Buildings for Classical and Scientific Education. They have required that their Normal College for the education of the Teachers of the working classes of the people should not be less elegant, or less liberally supported, than their University College for the education of the wealthy classes of the people. The effect is, not that learning and wealth are less respected, but that the great body of the people are more elevated, and more capable of respecting and appreciating what is refined and noble in intellect, as well as what is exalted in station, and more able to add to the wealth and resources, and improve the institutions of their Country. Knowledge is power of development, power of acquisition, power of improvement, as well as power of control, or government. The working classes of the people of New Brunswick have long assented to, and contributed their share towards the Endowment and Grants to King's College, heretofore almost wholly devoted to the teaching of Classical and Mathematical learning; the Legislature and wealthier inhabitants of New Brunswick should now be equally liberal in providing for the establishment and support of a Provincial Normal College, designed expressly for the improvement of the Schools and the better education of the great body of the inhabitants. Nor should the liberality of the Legislature be more stinted in making provision for the establishment of that essential accompaniment of good Schools,—Public Libraries,—by means of which all classes of youth, and of the inhabitants, may hold delightful and profitable intercourse, especially during the long Winter Evenings, with the learned, the wise, and the good of all ages and Nations, and accumulate stores of knowledge on all subjects of Art and Manufacture, Science and Literature, Biography and History, that will form a treasure for future years, a thousand fold more precious than the money expended in their purchase.

We have dwelt the longer and more earnestly on the subject of the Normal and Model School, because of its vital importance. The testimony of Educationists, and the experience of the neighboring States and adjoining Provinces, as also of European Countries, are unanimous in declaring, that whatever appropriations may be made, whatever Laws may be passed, and whatever may be wrtten, or done, in behalf of Elementary Schools, no real and general improvement can be effected in them without the establishment and operations of a Normal and Model School.

X. *Necessary Agencies to give Effect to Commissioners' Recommendations.* The Commissioners have now to advert to the agency, by which they propose to give effect to the foregoing Recommendations, and to render the System of Public Instruction in New Brunswick a practical reality, in regard both to King's College and the Grammar Schools, the Normal College, and the Parish Schools, School Text Books, Apparatus and Libraries. This can only be accomplished through the agency of an Officer appointed and qualified for that purpose, and whom we propose to designate the "Rector of the University," who shall also be Chief Superintendent of Education, and whose important, various, and onerous duties are specified in the several Clauses of the Seventh Section of the Draft of Bill appended to this Report. Whatever Laws may be passed, relative to Public Instruction, they will be inoperative, unless administered by some responsible Officer, who will see that their conditions are fulfilled, and their objects, as far as possible, accomplished. In no State, or Country of America, or Europe, is there any Public System of Instruction in operation without a Public Officer, or Officers, to administer it. The Laws in New Brunswick and other Provinces, providing for Colleges, or Schools, have proved of little practical advantage for want of some such an Officer to see to their execution. The appointment of a Council, or Board, or Senate, for that purpose, is insufficient, as is demonstrated by the history of the past. The aid of the wisdom and councils of such a Body is all important in making Regulations, Appropriations, and Appointments of Officers, in connection with Provincial Colleges and Schools; but,

unless some Members of such a Body is set apart and made responsible for the preparation of all such Regulations and other matters for the consideration, from time to time, of such Council, or Board, or Senate, and then to seeing them carried into effect, when adopted, or ordered, the objects of creating and appointing such a Body will not be accomplished. The true theory of this grave subject, and the System which experience has shown to be the most successful, is that which is embodied in the appended Draft of Bill. The duties assigned to the Senate are such as are appropriate to a deliberative Body, and can, and doubtless will, be readily performed by a number of educated and patriotic Gentlemen, who have received much from their Country and own much to it, and are interested in the education of its youth and the progress of civilization; while the duties imposed upon the Rector are such as are appropriate to an individual, and not to a collective Body, and for the neglect and performance of which he is held responsible. If, therefore, any thing is omitted, or mismanaged, in regard to any part of the System of Public Instruction, the people, the Legislature, the Government of the Province, will know on whom to fix the blame and impose the penalty.

THIRDLY. I. The Officer, or Rector of the University and Chief Superintendent of Education, is of the very highest importance to the whole Province, and requires a combination of rare qualifications for the efficient performance of its duties. The remuneration attached to the Office should, therefore, be such as will secure its acceptance by a person of the requisite qualifications. It would be unreasonable and mean to expect, or desire, that a Person should make a pecuniary sacrifice in accepting such an Office. It cannot be of the importance of a half-penny to each inhabitant of New Brunswick whether the remuneration attached to such an Office be niggardly, or liberal; but it is of great importance to every inhabitant, whether the duties of such an Office are ably performed, or not. The remarks of Reverend Doctor Wayland, President of Brown University, Rhode Island, in his Work on Political Economy, (a Work used as a Text-book in most of the American Colleges), in reference to the Salaries of Officers of Government generally, are so peculiarly applicable to that of Rector of the University and Chief Superintendent of Education, that we quote them at length.

"Economy requires, (says Doctor Wayland,) that precisely such talent should be employed, in the various Offices of Civil Government, as may be necessary to insure the discharge of the duties of each Office, in the best possible manner. . Many of these Offices can only be discharged successfully by the first order of human talent, cultivated by learning and discipline, and directed by incorruptible integrity. Now it is certainly bad economy to employ inferior talent to do badly, that which can only be of any service when it is done well.

"Hence the Salaries of Judicial, Legislative, and Executive Officers should be such as will command the services of such talent as the duties of each Office require. It is most unwise parsimony to give to a Judge such a Salary as will command the services of nothing more than a third rate Lawyer; and it is mean to ask an individual to do a service for the community at a lower rate than that at which he would do it for an individual.

"In answer to this it may be said, that, by bestowing large Salaries upon the Officers of Government, we present temptation to avarice. But, I reply, the reduction of Salaries by no means diminishes the evil. Were emolument to be reduced, there would always be a contest for office. The question then is, whether we shall have the contest between men of high, or between men of low, character; between those who are capable of serving us to our advantage, or those who are only capable of serving us to our disadvantage. Were the most important trusts in the Government to command no higher Salaries than the wages of Day Labourers, there would be as great competition for them as at present; only, then, the contest would be between day laborers, instead of being between men of professional ability."

II. *General Remarks.* Such are the Recommendations which the Commissioners have felt it their duty to submit to the favourable consideration of Your Excellency and the other two branches of the Legislature. There are various details in relation to King's College, such as Scholarships, Text-books, etcetera, which although they have engaged our attention, are left in a great measure to the consideration and decision of the proposed Rector and Senate of the University. But, nevertheless, in Schedule B,

attached to this Report, we have briefly sketched out such Scholarships as we think it would be desirable to establish,—and which, perhaps, with some little alteration in detail, to be hereafter determined on, might come within the means of the present Endowment of King's College. We have more particularly directed our Recommendations to those things which we regard as essential in framing a proper System and laying a broad foundation for the future success and usefulness of King's College, and the extension of a sound education and the diffusion of useful knowledge throughout the Province.

III. *Visits to the United States of the Commissioners.* The Commissioners think it proper to add, that after having carefully investigated and considered the grave questions referred to them, they thought it advisable to satisfy themselves more fully as to the soundness of their conclusions, and gain any additional information possible by visiting some of the American Colleges and the principal Educational Institutions of Canada West. As the Reverend Doctor Wayland, President of Brown University at Providence, Rhode Island, stands confessedly among the ripest Scholars and most distinguished Educationists of the age, and as he has written and done more on the subject of Collegiate and University reform than any other man in America, and, as he had been specially referred to by His Excellency, Sir Edmund Head, in his Correspondence on the subject of King's College, the Commissioners were anxious to obtain the advantage of Doctor Wayland's judgment and suggestions in rgard to their contemplated recommendations. Mr. Commissioner Dawson was desirous of returning to Nova Scotia in consequence of the then pending Provincial Exhibition at Halifax. The rest of the Commissioners on arriving at Boston proceeded first to Harvard College, where they were received with the greatest courtesy by the Reverend Doctor Walker, the President of that venerable Institution. Doctor Walker's explanations and replies to their inquiries were confirmatory of several Recommendations which they had proposed to make in regard to King's College. On proceeding to Providence, Rhode Island, they called upon President Wayland, and explained to him the object of their visit. He most cordially responded to their wishes, and took great pains in explaining and shewing to them the several departments of Brown University, and the modes of instruction and methods adopted to carry into effect the great scheme of College reform, of which he is the originator. The recommendations proposed by the Commissioners, as recorded in the Minutes of their proceedings, in regard to College reform and Public Instruction in New Brunswick, were at length read and explained to Doctor Wayland, who, after considering them, remarked that the System proposed appeared to him scarcely susceptible of improvement,—that it was comprehensive and practical,—and was, as it ought to be, evidently designed for New Brunswick. In short, Doctor Wayland expressed his unqualified approval of the whole plan in the strongest and most complimentary terms, and stated his opinion that, should New Brunswick adopt the Recommendations proposed, it would have the most completely organized System of Public Instruction of any Country, with which he was acquainted. The Commissioners could not but be gratified by such an expression of opinion by a man whose writings on Collegiate reform have so pre-eminently distinguished him, and who holds so high a position among the first Scholars and Educators in America.

IV. *Visit of the Commissioners to Upper Canada.* Nor were the Commissioners who accompanied Doctor Ryerson on his return to Canada less gratified with what they witnessed in the Educational Institutions of Canada West, especially with the practical working of the Normal and Model Schools, and the System of Public Libraries. They had the opportunity of being present at the ordinary exercises and Public half-yearly Examinations of these Schools; and what they witnessed exceeded any thing of which they had heard, or conceived. No language can adequately express their convictions as to the mighty influence and vast benefits of such an Institution, conducted, as are the Normal and Model Schools at Toronto, in improving the Schools of a Country; nor had they conceived how simple, and yet how potent, is the working of the Upper Canadian System of Public Libraries. They are satisfied that all the essential parts of the

System of Public Instruction in Canada West can be effectually introduced, on a smaller scale, into New Brunswick, and that upon grounds of public economy, as well as of the greatest public benefit. From personal inquiries and examinations, they have reason to believe that the Department of Public Instruction in Canada West, has many times defrayed its own expenses by the sums it has saved to the Country in the reduced prices and improved character of School and Library Books, and School Maps and Apparatus, apart from the public benefits of such Publications and the improvement of the Schools throughout the Province.

V. *The Proposed Changes will impose a Small Financial Outlay.* The Commissioners conceive that the changes they recommend,—apart from the cost of the Normal and Model School establishment,—may be accomplished at but little advance upon the present expenses of King's College and the Board of Education,—whilst the benefits to result are so great, that the difference would weigh but little with a discerning public. In Schedule C they have made an approximation to which they would refer your Excellency and the Legislature.

VI. *Conclusion.* In concluding their labours, which they have undertaken and prosecuted with the utmost dispatch and diligence, the Commissioners commend the results to the most earnest consideration of the Members of the Legislature and people of New Brunswick, of all creeds and parties.

When the System of Public Instruction in Canada West was under the consideration of the Canadian Legislature, at Toronto, in 1850, it was agreed by the leading men of each political party, that the question of Education should not be made a party question; and the result has been the concurrence and united counsels and exertions of all parties in maturing their System of Public Instruction and in the Educational advancement of their Country. Such an example is worthy of imitation. Religion, learning, patriotism, humanity, all forbid that a subject so vital to the well-being of the whole Province, so deeply involving the interests of all classes of the community, should be made the foot-ball of personal, or political, party differences, or be in the slightest degree prejudiced by party rivalship. We are persuaded that the youthful intellect of New Brunswick is not inferior to that of any other Province, or State, nor the heart of its people less courageous and patriotic; and, with equal aid from the Government and Legislature for educational development and intellectual progress, we doubt not, but the future of New Brunswick will be such in intelligence, enterprise, and prosperity, as will make her the boast and joy of her own people, and the admiration of other Countries.

JOHN H. GRAY, Chairman.
FREDERICTON, December 28th, 1854. EGERTON RYERSON, JOHN W. DAWSON,
JOHN S. SAUNDERS, JAMES BROWN.

APPENDIX, NUMBER ONE—DRAFT OF AN ACT FOR ESTABLISHING A COMPREHENSIVE SYSTEM OF UNIVERSITY EDUCATION IN NEW BRUNSWICK.

WHEREAS the Charter and Acts relative to King's College at Fredericton have not been found adequate for the purposes intended: And whereas it is expedient to make provision for a comprehensive System of University Education, such as will embrace not only the usual subjects of a Collegiate Course, but also those branches of practical Science and Art, which are adapted to the Agricultural, Commercial, and Mechanical pursuits of the great body of the inhabitants of New Brunswick;—

I. Be it therefore enacted by the Lieutenant Governor, Legislative Council, and Assembly, That there shall be an University, which shall be a Body Corporate in deed and in name, by the name and style of "The University of New Brunswick," and shall have a Common Seal, with power, from time to time, to alter, renew, or change the same, as shall be found convenient.

II. The said Corporation of "The University of New Brunswick" shall consist of a Rector, and, at least, eight other Members of the Senate, as the Governor-in-Council shall, from time to time, appoint; Provided always, that one third of the Members thus appointed, (not including the Rector,) shall retire from office annually, in the order of their appointment; but the same persons shall be eligible for re-appiontment; Provided also, that one third of the Members thus appointed including the Rector, shall constitute a quorum for the transaction of business.

III. The Members of the Corporation for the time being shall constitute the Senate of said University, and shall be subject, in the exercise of their duties, to all lawful orders and directions which shall, from time to time, be issued by the Governor-in-Council.

IV. The Governor of this Province shall be the Visitor of said University, on behalf of Her Majesty, and such Visitorial powers may be exercised by Commission, under the Great Seal of this Province, the proceedings whereof, having been first confirmed by the Governor-in-Council, shall be binding on the said University and its Members and on all others whomsoever.

V. The Members of the Senate for the time being of said University, shall possess and exercise all the powers heretofore possssed and exercised by the Council of King's College at Fredericton, and by the Board of Education for this Province, as far as is consistent with the provisions of this Act: Particularly it shall be the duty of said Senate,—

First.—To elect a Chairman in the absence of the Rector, and to appoint the times of its Meetings and the mode of its Proceedings.

Second.—To possess and direct the Endowment of King's College, the sale, or renting, of all Lands granted in support of said College, and the Expenditure of all Moneys arising from the sale, or renting, of said Lands, and of all Moneys which have heretofore been granted, or which may be hereafter granted, for the support of King's College and of the Collegiate School at Fredericton, and for the Normal and Model Schools for New Brunswick.

Third.—To make and alter, from time to time, any Statutes, Rules, and Regulations which may be deemed necessary for the government and discipline of King's College and the Collegiate School, and the Grammar and Parish Schools throughout the Province, and for the management of Grammar and Parish School Libraries, when provision shall be made for establishing them; Provided always, that all the Statutes, Rules, and Regulations, which are now in force according to law in said College and Schools, shall continue in force until repealed, or altered by the Senate of the said University.

Fourth.—To appoint and remove, from time to time, the Profesosrs, Tutors, Lecturers, Instructors, and all other Officers and Servants of King's College, and the Masters and Teachers and Servants of the Collegiate School, and of the Normal and Model Schools; to prescribe their duties and fix their remuneration; Provided always, that all Appointments in said College and Schools shall remain until revoked, or altered, as authorized by this Act; Provided also, that the Chief Officer in the Faculty, or Faculties of King's College hereafter shall be a Dean, who shall be appointed annually, and his duties prescribed by the Senate of said Univerity, and who shall be entitled to a sum not exceeding Fifty pounds per annum as Dean of said College, in addition to his Salary as a Professor.

Fifth.—To make and alter, as may be deemed necessary, from time to time, any Statutes, or Regulations touching the Course of Studies to be pursued in King's College, and the establishment of Scholarships, Prizes, and honorary distinctions in King's College, and the Examinations for Matriculation, Degrees, Scholarships, Prizes, Diplomas, Certificates of Honour, and the Fees to be paid by the Students in King's College and Collegiate School, and by the Candidates for examination.

Sixth.—To appoint and prescribe the duties and fix the remuneration of Examiners for the examination of Candidates for Matriculation, Degrees, Diplomas, Scholarships, Prizes, and Certificates of Honour; Provided always, that all such Examinations shall be open and public.

Seventh.—To confer, after examination, as above provided, Degrees in Arts, Law, and Medicine,—to wit, the several Degrees of Bachelor of Arts, Master of Arts, Bachelor of Science, Bachelor of Literature, Bachelor of Laws, Doctor of Laws, Bachelor of Medicine, and Doctor of Medicine; and Diplomas in Civil Engineering, and Land Surveying, Agriculture, Commerce, and Navigation, and such Honorary Degrees and Certificates of Honour, merit, or attendance at Lectures, as the Senate of the said University shall judge expedient, or proper.

Eighth.—To make such Regulations as the Senate of said University shall judge expedient respecting the moral condition of Students at King's College, and in the Collegiate, Grammar, Normal, and Model Schools, and their attendance on Public Worship in their respective Churches, or other places of Religious Worship, and their receiving Religious Instruction from their respective Ministers, and according to their respective forms of Religious Faith.

Ninth.—To examine, and, at its discretion, to prescribe or recommend Text-Books, Maps, Charts, and other Apparatus to be used in King's College, and in the Collegiate, Normal, Model, Grammar, and Parish Schools, and Books for School Libraries throughout the Province; Provided always, that no Foreign Books, in the English branches of Education, shall be used in any one of said Schools, without the express permission of the Senate of said University; Provided also, that no portion of the Legislative School Grants shall be applied in aid of any School, in which any Book is used which has been disapproved of by the Senate of said University, and public notice given of such disapproval.

VI. And be it enacted, That the Lieutenant Governor, or Person Administering the Government for the time being, by, and with, the advice of the Executive Council, may, from time to time, by Letters Patent under the Great Seal of this Province, appoint a fit and proper Person to be Rector of said University, who shall also be Chief Superintendent of Education, who shall hold his office during pleasure, and shall be subject to all lawful Orders and Directions in the discharge of his duties which shall, from time to time, be issued by the Governor-in-Council, and shall receive a salary not exceeding ——— Pounds per annum, exclusive of his Travelling Expenses and the Contingent Expenses of his Office, and shall account for such Contingent Expense as provided in respect to other Public Offices; and shall be allowed one Clerk, with a salary not exceeding ——— pounds per annum, and who shall be Deputy Superintendent of Education in the absence of the Rector, and, in addition to other duties which may be required of him by the Rector, shall be the Secretary of the Senate of said University, and shall enter all its Proceedings in a Book to be kept for that purpose, and shall keep all the Accounts of said Senate.

VII. And be it enacted, That it shall be the duty of the Rector of the University—

First.—To provide a place for the Meetings of the Senate of the University, and to preside at such Meetings; to call the First Meeting of the Senate, and to call a Special Meeting at any time, by giving due notice to the other Members; and the expenses attending the Proceedings of the Senate shall be accounted for by the Rector, as part of the Contingent Expenses of his Office.

Second.—To see that the Provisions of this Act, and all the lawful Regulations in regard to King's College are duly executed.

Third.—To see that the Collegiate, Grammar, Normal, Model, and Parish Schools, and all Educational Establishments receiving aid from the Public Funds, are conducted according to law.

Fourth.—To visit each Grammar School, (at least once in each year,) and, at the time of such visit, to examine into the state and condition of the School, as regards the progress of the pupils in learning, the order and discipline observed, the system of instruction pursued, the mode of keeping the School Register, the average attendance of Pupils, the character and condition of the Building and Premises, and to give such advice as he shall judge proper.

Fifth.—To see that all Inspectors of Parish Schools duly perform their duties; and, in general, to perform all the duties in respect to Parish Schools, their Trustees and Teachers, as are now imposed by law on the Chief Superintendent of Education, so far as is consistent with the provisions of this Act.

Sixth.—To prepare, and lay before the Senate of the University, for its consideration, such Regulations touching the discipline of King's College, and for the Organization and Government of Grammar, Normal, Model, and Parish Schools, and the management of School Libraries, as he shall judge expedient and advisable.

Seventh.—To prepare and transmit all Correspondence, which shall be requested, or authorized, by the Senate of the University; to have the immediate care and management, as may be directed, or approved, by the Senate, of the Endowment of King's College, and the payment of all Moneys, available for its support, and the support of the Collegiate, Normal, Model, Grammar, and Parish Schools.

Eighth.—To use his best endeavors to provide for and recomemnd the use of uniform and approved Text-books in the Schools generally; to submit to the Senate all Books and Manuscripts which he may procure, or which may be placed in his hands, with the view of obtaining the recommendation, or sanction of the Senate for their introduction as Text-books, or Library Books; to employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading in the several Counties, Parishes, Cities, Towns, and Villages of the Province; to provide and recommend the adoption of suitable Plans of School Houses, with the proper Furniture and Appendages; and to collect and diffuse useful information on the subject of education generally among the people of New Brunswick.

Ninth.—To prepare suitable Forms, and to give such Instruction as he shall judge necessary and proper, for making all Reports, and conducting all Proceedings under the Grammar and Parish School Acts, and to cause the same, with copies of said Acts, and such General Regulations, as shall be approved by the Senate, for the better Organization and Government of the Grammar and Parish Schools, to be transmitted to the Officers required to execute the Provisions of said Acts.

Tenth.—To decide upon all matters and complaints which may be submitted to him by any Person interested in connection with the Grammar and Parish Schools.

Eleventh.—To apportion whatever sum, or sums, of money which shall be granted by the Legislature for the establishment and support of School Libraries; Provided always, that, no aid shall be given towards the establishment and support of any School Library unless an equal amount shall be contributed from local sources for the same object.

Twelfth.—To be responsible for all Moneys paid through him, and to give such security for the same, as shall be required by the Governor-in-Council.

Thirteenth.—To make annually to the Lieutenant-Governor, or Person Administering the Government of the Province, on, or before, the first day of , a Report of the actual state of King's College, the Collegiate, Normal, Model, Grammar, and Parish Schools, shewing the amount of Moneys expended in connection with each, and from what sources derived, with such statements and suggestions for improving them, as he may judge expedient and useful.

VIII. And be it enacted, That, in order to extend the benefits of establishments already instituted, or which may be hereafter instituted in this Province, for the pro-

motion of the Study of Literature, Science, Art, Law, or Medicine, whether incorporated, or not incorporated, by connecting them for such purpose with said University, all persons shall be admitted as Candidates for the respective Degrees and Diplomas mentioned in the Fifth Section of this Act, to be conferred by said University of New Brunswick, on satisfying the Members of the Senate, by proper Certificates, that such Persons have, in any of the Institutions hereinafter described, gone through and completed such Course of Instruction, as the said Senate shall, by Statutes, or Regulations to be made as aforesaid, from time to time, determine, or as may be prescribed by this Act;—and the Institutions, in which such Course of Instruction may be completed, shall be such Institutions as now are, or shall hereafter be, established for the promotion of education within this Province, which the Lieutenant Governor, or Person Administering the Government of this Province, by and with the advice of the Executive Council, shall, from time to time, prescribe to the Senate, under his hand and seal at Arms.

IX. And be it enacted, That it may be lawful for any Person, or Persons, Body, or Body politic, or Corporate whomsoever, to found such, and so many, Professorships, Lectureships, Scholarships, Exhibitions, Prizes, or other Rewards, in King's College, as they may think proper, by providing a sufficient Endowment in Land, or other property, and surrendering, or conveying the same to the Crown for the purposes of said College, and, thereupon, suing out Letters Patent from the Crown, instituting, establishing, and endowing the same with the property so provided for that purpose, as aforesaid; in all which Letters Patent shall be set forth the Rules and Regulations for the appointing to and conferring such Professorships, Lectureships, Scholarships, Prizes, or Rewards, as the respective Founders thereof, with the approbation of the Senate, shall think fit to prescribe for that purpose; all which Rules and Regulations the Authorities of the said College are hereby required to observe.

X. And be it enacted, That the Programme of the Course of Instruction contained in the annexed Schedule A, shall be provided for and pursued in King's College, until altered, or modified, by the Senate of the University, as heretofore provided in this Act.

XI. And be it enacted, That so much of the Charter and Act relating to King's College, and of the Act relating to Grammar and Parish Schools as are inconsistent with the provisions of this Act, shall be and are hereby repealed.

APPENDIX NUMBER TWO—SCHEDULE A.

University of New Brunswick.

I. *Faculty of Arts.*

I. Candidates for Matriculation in this University, in the general Undergraduate Course, shall pass a satisfactory examination in the following subjects:—

1. *Greek and Latin Languages.*—Homer, one Book; Cæsar, de bello Gallico, two Books; Virgil, Eneid, one Book; Translation from English into Latin Prose.

2. *Mathematics.*—Ordinary Rules of Arithmetic; Vulgar and Decimal Fractions; Extraction of the Square Root; First four Rules of Algebra; Euclid, Book I.

3. *Modern Languages.*—English Grammar and Composition.

4. *Geography and History.*—Ancient and Modern Geography; Outlines of English History; Outlines of Roman History to the death of Nero; Outlines of Grecian History to the death of Alexander.

II. Candidates for Matriculation in the University, in any one of the three Special Undergraduate Courses, shall pass a satisfactory examination in all of the foregoing subjects, with the omission of the Greek and Latin Languages.

II. *General Undergraduate Course of Study.*

The Undergraduate Course for the Degree of B. A. shall occupy three years, at the end of which Students shall be admitted to examination for the Degree of A. B. on producing Certificates, signed by the Head of their College, that they have pursued, in King's College, or in some other affiliated Institution of the University of New Brunswick, the following course of study:—

In the First Year.

The Greek and Latin Languages .....Four Terms.
The English Language .....One Term.
Modern Languages .....Three Terms.
Mathematics .....Four Terms.

In the Second Year.

Chemistry .....Four Terms.
Zoology, Botany, and Mineralogy .....Two Terms.
Physical Geography and Geology .....Two Terms.
The Higher Mathematics,—or, the Greek and Latin Languages,—
or, Two Modern Languages .....Four Terms.

In the Third Year.

Natural Philosophy .....Four Terms.
English Literature and History .....Two Terms.
Logic and Mental Philosophy .....Two Terms.
Ethics and Civil Polity, each .....One Term.

Candidates who have obtained the degree of A. B. may obtain the degree of A. M., on passing a satisfactory examination in the optional subjects which they had omitted in their Undergraduate course, and the subjects of any one of the Special Courses of Study.

III. *Special Undergraduate Courses of Study.*

1. *Course of Civil Engineering and Surveying.*—The Undergraduate Course of Study in Civil Engineering and Surveying shall occupy two years, at the end of which Students shall be admitted to an examination for a Diploma, on producing a Certificate signed by the Head of their College, that they have pursued, in King's College, or in some other affiliated Institution of the University, the following Courses of Study:—

In the First Year.—The English Language, Mathematics, General Physics, Chemistry.

In the Second Year.—Higher Mathematics, Practical Mechanics, Physical Geography and History, Mineralogy and Geology, Civil Engineering, including the principles of Architecture.

2. *Course of Agriculture.*—The Undergraduate Course of Study in Agriculture shall occupy two years, at the end of which Students shall be admitted to examination for a Diploma, on producing a Certificate signed by the Head of their College, that they have pursued, in King's College, or in some other affiliated Institution of the University of New Brunswick, the following Course of Study:—

In the First Year.—English Language, Arithmetic and Book-keeping, Chemistry, Elements of Natural Philosophy, Zoology and Botany, Theory of Agriculture.

In the Second Year.—Physical Geography and History, Mineralogy and Geology, Surveying and Mapping, History and Diseases of Farm Animals, Practice of Agriculture.

3. *Course of Commerce and Navigation.*—The Undergraduate Course of Study in Commerce and Navigation shall occupy two years, at the end of which Students shall be admitted to an examination for a Diploma, on producing a Certificate signed by the Head of their College, that they have pursued in King's College, or in some other affiliated Institution of the University of New Brunswick, the following Course of Study:—

In the First Year.—English Language and other Modern Languages, Arithmetic and Book-Keeping, Chemistry, or Mathematics.

In the Second Year.—Physical Geography and History, Law of Nations and Commercial Law, Modern Languages, Natural Philosophy, or Navigation.

IV. *Miscellaneous.*

1. The Students in each of the Special Courses shall also attend a Course of Lectures in Ethics and Civil Polity, each one Term.

2. Persons on application, and the payment of the Fees required, and observance of the Regulations prescribed, may be admitted to attend any one, or more, Courses of Lectures in King's College, and receive Certificates accordingly.

3. Any Person may be admitted to a Degree, or receive a Diploma in the University, on passing a satisfactory examination in all the subjects required for obtaining such Degree, or Diploma.

SCHEDULE B.

Scholarships to be Awarded to Successful Students.

General Undergraduate Course.

First. English Language and Literature, one	£30 0 0
Second. Classics, two—First, £20; Second, £15	35 0 0
Third. Mathematics, two—First, £20; Second, £15	35 0 0

Memorandum. The above for the best examination in the Studies mentioned, in addition to satisfactory examinations in the other parts of the General Courses.

Fourth. General Proficiency, two—First, £25; Second, £20	£45 0 0

Special Courses.

Fifth. Civil Engineering and Surveying, two—First, £20; Second, £15	£35 0 0
Sixth. Agriculture, two—1st, £20; 2nd, £15	35 0 0
Seventh. Commerce and Navigation, two—First, £20; Second, £15	35 0 0

In a Letter from Sir J. W. Dawson, Chief Superintendent of Education in Nova Scotia, and one of the Commissioners, appended to this Report, he says:—

I sign the Report of the Commission on King's College, Fredericton, with full concurrence in all its statements and reasonings, as embracing a lucid and forcible exposition of the principles unanimously agreed on by the Commissioners at Fredericton, and of the means by which they may be reduced to practice. * * *

The great leading objects contemplated by the Report, are—*First*, The improvement of the College Course of Instruction, and its extension by the introduction of Special Courses; *Secondly*, The definition of the true place of the Provincial College, in its relations to the other Educational Institutions of the Province, and to the Religious beliefs of the people; and *Thirdly*, The union of all the Educational Institutions in a Provincial University System, under official supervision. * * *

The Special Courses, far from degrading the general College Course, must act beneficially upon it, by giving to it a more practical character, and allying it more closely with the ordinary business of life, so that those who study for the learned professions, or whose private fortunes may make them independent of any profession, will go forth with a more earnest and practical turn of mind, a larger acquaintance with, and stronger interest in those departments of useful labour in which the mass of the people are engaged. A glance at the Course of Study proposed, however, must show that the Commissioners are desirous of practically recognizing the fact that the English Literature of our day affords models of elegant style and lofty thought not inferior to those of classical antiquity, and more closely allied with our better Religious and political institutions; and that the modern sciences of experiment and observation, the logic of scientific enquiry, and the principles of commercial intercourse and civil polity, are entitled to take their places on an equality both with classical learning and pure mathematics.* Without at all undervaluing the last named studies, as means of cultivating refined taste and powers of expression, and of disciplining the mental faculties, we believe that we shall best follow the example of the great men who revived the study of Classics and Mathematics as the best means of dispelling the darkness of the middle ages, by availing ourselves of all the additional means of mental and moral culture that the growth of Modern Literature and Science has placed within our reach. * * *

In connection with this subject, I attach much importance to the opinion expressed in the Report, that the residents of Students within the College building is not of such utility as has hitherto been supposed. From my own observation of its effects, I cannot doubt that College residence is, even under the most favourable circumstances, more dangerous to the health, manners and morals of the Students, than to reside in respectable private Houses. The Scottish and German Universities are old illustrations of the successful working of Colleges without such provisions for residence; and the best authorities in the United States now decidedly lean to the opinion that this method is the most suitable to America. The saving of building accommodation and annual outlay, and of time, labour, and anxiety to the Professors, are important advantages connected with a change in this respect. * * *

The intimate relation and mutual dependence of all parts of the education of the Province, sufficiently justify the Commissioners in devoting much of their Report to the interests of the Schools, and especially of the Grammar Schools and Normal School. The former should furnish an annual supply of Students to the College. The latter bears the same relation to the Teacher's profession, though closer in degree, that the Special Courses of the College bear to the industrial pursuits.

PICTON, 15th December, 1854. J. W. DAWSON, Commissioner.

*This special subject of a modification of the usually accepted Courses of Study in Universities is fully discussed by General C. F. Adams, (a Graduate of Harvard University of 1856,) in his Address on, "The University System of Fifty Years ago," embodied in Chapter IX of the Fifteenth Volume of this Documentary History.

CHAPTER II.

CORRESPONDENCE AND OTHER MATTERS RELATING TO THE PROCEEDINGS ON THE UNIVERSITY QUESTION.

I. LETTER TO THE ATTORNEY GENERAL FROM THE REVEREND DOCTOR RYERSON.

I take the liberty of suggesting two, or three, things for your consideration in connection with the University Question.

1. I think it cannot be questioned by anyone that the system of University operations at Toronto is not what it ought to be, and requires important modifications.

2. The parties complaining are largely friends of the present Administration, and, therefore, do not wish to do anything they can avoid to weaken it.

3. There never was a time so favourable as the present to combine the whole Collegiate and Medical, not to say Legal, Education of Upper Canada in one uniform and efficient System.

4. There is not time to mature such a System during the present Session of Parliament. I would, therefore, submit for your consideration, whether it would not be advisable for the Government to intimate its intentions of taking the whole subject into consideration during the Recess, and bring before the Parliament at its next Session, the results of its deliberations and inquiries,—in the meantime making proper provision in aid of the Denominational Colleges for the present year.

5. In this way the Government would not commit itself to any course at the present time, leaving itself free to appoint a Commission, or confer on the subject with the Representatives of all parties concerned, and come down to Parliament next year with a measure simple, just, comprehensive, and practical, which would secure the approbation of the Country generally,—set at rest the question of Grants to particular Colleges, and place Collegiate and Professional Education on a truly National foundation, with the best provisions and guarantees for its extension, and efficiency.

TORONTO, 20th April, 1860. EGERTON RYERSON.

NOTE.—The result of this Letter was, that the Attorney General, in conversation with Doctor Ryerson, in regard to the suggestions in his Letter, agreed to appoint a Commission to report on the subject; which he did in 1861. It was also understood that Doctor Ryerson was to draft a University Bill somewhat on the lines of his Letter and Draft of Bill of 1852 to the Honourable Francis Hincks,* which he did, and which I shall insert in a subsequent Chapter of this Documentary History.

II. LETTER TO THE EDITOR OF THE MORNING CHRONICLE, QUEBEC, BY THE REVEREND DOCTOR RYERSON.

My attention has been called to an Editorial article in this day's *Chronicle*, in which you say I am in Quebec "for the purpose of dividing the Funds of the Provincial University among the Sects," that I am "not only neglecting my duties, but undermining one of the finest Educational Institutions on the Continent of America."

*For this Letter and Draft of University Bill, see pages 146-156 of the Tenth Volume of this Documentary History.

It seems singular that, while as a Lower Canada Journalist, you trouble yourself so much with a purely Upper Canada question, you should be misinformed on the whole matter respecting which you write.

I came, and have been, here on matters wholly connected with my own Department and Official duties. I did not expect to appear before the University Committee; nor was it even appointed when I left Toronto. I was not present at the Committee when the Reverends Doctors Stinson and Green, on behalf of the Wesleyan Conference, and the Reverend Doctor Cook, on behalf of Queen's College, opened their case, and made their complaints and statements; nor did I go to the Committee until summoned by them; nor has even their summons detained me one hour longer in Quebec than I should have otherwise remained. But the Committee have summoned me to appear before them again next Thursday week; and, if alive and well, I shall obey their summons.

You are at fault in saying that the object of the complaining parties is to "divide the Funds of the Provincial University among the Sects." Their object is to place all Colleges in Upper Canada, not requiring any Religious Tests, whether Denominational or Non-denominational, and doing the work prescribed by a Provincial University, upon an equal footing as to the University Endowment according to their works, and thus render that Endowment as much more efficient than it has been, as justice is before injustice, as liberality is before exclusiveness, as competition is before monopoly, as day is before night.

As to the part which I have myself taken in this question, I may remark that, as early as last Summer, I intimated to a leading Member of the Upper Canada Section of the Government my intention of writing publicly on the University question, even under my own name, and had his assent. I have no personal interest in this Question. All my personal interests and immediate associations are in Toronto; but having been privately appealed to for a year, or two, by old Companions in labour, and prompted by deep convictions of duty, I have resolved to do in my later, as I did in my earlier, days, all in my power to maintain the rights of a people, with whom I am united by many ties, and who have done more than any other people for the Religious improvement and Civil Liberties of Upper Canada; and especially as those Rights are, as they have ever been, identical with the best interests of the whole Country.

In regard to the threat implied in your article, I have only to say that the greatest part of my already long public life is past. It is of very minor importance to me whether, during my remaining years, I receive Four thousand, or Four hundred, dollars a year; but it is of the utmost importance to my happiness, as it is to the welfare of thousands of others, if I can, in any humble degree, be instrumental in placing upon the broadest and truest foundation, and in promoting to the greatest possible extent, the Collegiate, as well as Grammar and Common Schools, Education of my Native Land.

QUEBEC, April 3rd, 1860. EGERTON RYERSON.

III. LETTER TO THE REVEREND DOCTOR MCCAUL FROM THE REVEREND DOCTOR RYERSON.

As you were Vice Chancellor, as well as Member of the Senate, of the Toronto University in 1854, when the whole Course of Studies of the University was largely discussed and revised, I will thank you to inform me whether you recollect of my having advocated, or opposed, the reduction of the standard of Matriculation into the University.

TORONTO, 2nd of June, 1860. EGERTON RYERSON.

IV. Reply to the Foregoing Letter by Doctor McCaul.

I have delayed answering your note, as I wished to refresh my memory by consulting the Minute Book of the Senate. But, as it has not yet been received from Quebec, and I do not wish to defer replying to your query, I write to state, that, so far as I recollect, you never suggested, or supported, any proposition for the reduction of the standard of Matriculation.

Toronto, June 11th, 1860. John McCaul.

V. Abortive Notice of Motion by the Honourable George Brown.

(Note. As this "Notice of Motion" was never brought before the House of Assembly for its adoption, it was only through the kindness of Mr. M. J. Griffin, Parliamentary Librarian, that I was enabled to get a copy of it for this History.)

In the House of Assembly, on the 3rd of May, 1860, the following Notice of Motion was given by,

The Honourable Mr. Brown.—On Monday next—That the University Committee, now sitting, may be authorized to inquire into, and report to the House upon, the working of the Education Department of Upper Canada.

1st. As to the number of Scholars now in attendance, and who may have heretofore attended at the Normal School.

2nd. The past and present Salaries of the Chief Superintendent, the Deputy Superintendent, and all others connected with the Education Department, from what ever source derived, and by virtue of what authority.

3rd. The total cost of the *Journal of Education;* the number of copies now published, and how distributed; the amount, if any, received from its sale, and how applied.

4th. The total Expenditure upon the Museum and Gallery of Art, specifying the yearly outlay, and the excess, if any, over the $800 allowed by law; and the authority for such increased outlay.

5th. The cost of the Books, Maps, and Apparatus, showing the total Expenditure in their purchase, and the receipt for sales, the invoice cost and the profit derived, and as to the application of such monies; and further to report upon the working of this Department upon the Trade interests of the Province.

6th. As to whether greater economy might not be practiced in the management of the Normal and Model Schools, and their efficiency promoted by more minute returns of the Receipts and Expenditures.

This Notice of Motion was never presented to the House of Assembly by Mr. Brown for its acceptance. In regard to it, Doctor Ryerson made the following Memorandum:—

VI. Memorandum by Doctor Ryerson on the Honourable George Brown's Abortive Notice of Motion for an Inquiry into the Working of the Education Department of Upper Canada.

My attention having been called to a Notice of Motion given by the Honourable George Brown, but which he did not bring before the House for its adoption. The object of the Motion was to direct the Select Committee of the House of Assembly on the University Question, then sitting, to inquire into the working of the Education Department of Upper Canada, in regard to six different subjects specified, I beg to offer the following remarks:

1. Two years ago, on motion of Mr. Brown, a Special Committee of the Legislative Assembly was appointed at Toronto to inquire into the working of the Education Department, in regard to the management of the Book and Map Depositories, connected with the Education Department of Upper Canada. That Committee, (of which Mr. Brown was Chairman,) visited the Department, examined the Books, Maps, and the whole mode of proceedure in the branch of that Department, and then appointed a day to hear what certain Booksellers in Toronto, represented by Mr. John C. Geikie, could say in support of their complaints. Mr. Hodgins, the Deputy Superintendent, and the Clerk in charge of the Depositories attended, on behalf of the Education Department; and the complaints so manifestly broke down in attempting to support their allegations, arising from incidental explanations made by Mr. Hodgins and Mr. S. P. May, and questions put by them, that the Committee was never called together again. and no Report was made to the House of Assembly on the subject, as Mr. Brown abandoned the attempt to get up a case against the Department, without thus giving me any opportunity to prepare such a vindication of it, as would have silenced every objection. Indeed, the inquiry, as far as it went, shamed "The Globe" Newspaper into silence for a time; and it was only after its Editor-in-Chief thought that the facts stated and the impressions produced by the inquiry had been forgotten, that he renewed his attacks upon a branch of the Deparment that has conferred immense benefits upon the Country.*

2. I have sought at different times to have the most minute and searching inquiry by Commission, or otherwise, into the working of every part of the Education Department of Upper Canada, that I might have the protection, which I know would result from such an inquiry against the attacks of such men as are now, and as have been from time to time, assailing me. I shall thankfully hail any thorough inquiry which may be instituted; and if there is any part of the work in my Department which can be dispensed with, or can be done at less expense than that at which it is now done, no one will be more gratified than myself at the discovery. More especially should I regard it as a great privilege to be relieved with all connexion with, and all responsibilty for, the oversight of the Normal and Model Schools and the Map and Book Depositories. But the inquiry proposed by the notice to which I have referred, is clearly an insincere one. Had candour and sincerity dictated such a Notice of Motion, it would have been made early in the Session, and not during the last few days of it, when the Author well knew it could not be prosecuted by any Committee then sitting. It is, of course, a mere pretext for attack, which, howsoever will, in due time, recoil upon the head of their Author. . . .

I may add that, from the Memoranda furnished to me, since I left Toronto, taken from the Public Accounts, Part First, page 89, I find that the Education Office of Upper Canada, notwithstanding the thousand more Schools and 135,000 more Children in them than in Lower Canada, is conducted, including the Salaries of the Chief, and the Deputy Superintendent and the Assistants, at $1,331 less expense than the Education Office of Lower Canada, and also does with the two Clerks less. I think this may be regarded as a sample of the economy and industry which are practised in every branch of the Department.

The Map and Book Depositories are a distinct branch of the Department, and the three Clerks employed in them are paid from the Depositories, which pay all their own expenses, and are no charge whatever to the Province, but rather a financial profit to it.†

Quebec, May 7th, 1860. Egerton Ryerson.

*An example of this renewed attack on the Department by *The Globe* newspaper is given in the Appendix to Chapter XXII, of the Fourteenth Volume of this Documentary History.

†This may be seen on reference to the Appendix to the Twenty-second Chapter of the Fourteenth Volume of this Documentary History.

CHAPTER III.

PROCEEDINGS OF THE METHODIST CHURCH, IN SUPPORT OF THE MEMORIAL OF THE CONFERENCE ON THE UNIVERSITY QUESTION. A SERIES OF PUBLIC MEETINGS ON THE SUBJECT.

The Conference, having recommended the Members of the Church to hold Public Meetings in support of the Memorial of that Conference, a large number of those Meetings were held in various parts of Upper Canada, in 1860-61. I shall only give the Speeches made at the opening Meeting of the series by the Honourable Malcolm Cameron, who was the Chairman of the Select Committee of the House of Assembly on this University Question. I shall confine a report of these various Meetings to the Resolutions which were adopted at them.

As a preliminary to these Meetings, and with a view to furnish information on the general subject of Education, a series of ten elaborate "Letters on Superior Education, in its Relation to the Progress and Permancy of Wesleyan Methodism," was prepared by the Reverend William Scott, who was a Financial Agent of Victoria College, and, in 1862, was Secretary of the Methodist Conference. These Letters do not deal with the University Question, except incidentally, but are devoted to an historical review of Education generally in different Countries.

I do not propose to insert these Letters in this History, as they can be seen in their pamphlet form; but I shall select an extract from the First and Fifth of the series, in which reference is made to the proceedings of the Select Committee of the House of Assembly on the Memorial of the Wesleyan Conference, and also to the original efforts of that Conference in the early Thirties to establish an Academy,—afterwards Victoria College University,—for the promotion of Higher Education, as detailed in the First Volume of this Documentary History. These extracts are as follows:—

1. The public Press has been engaged very considerably for some months past in the discussion of various questions relating to the University Endowment, and the Resolutions of the Hamilton Conference on the subject of Superior Education. It is to be hoped that the elaborate arguments and logical defences by the several Writers on these subjects have been carefully read, for we are persuaded that the ground taken is so just in itself, and the course of argument so appropriate and convincing, that, after candid investigation, our whole Community will be found rallying to the standard of the Conference, and we shall not fail to obtain justice. Those opposed to us themselves being judges, there is already an unanimity among our people, which they have sought to prevent, neutralize, or destroy, and we are happy to observe that the Press of the Country is in various places recapitulating our Statements, and admitting the force of our Appeals. The present Legislature may evade our conclusions, but even in the Halls of Legislation the voice of the People is heard, and our just claims cannot long be withheld. Perserverance must be our motto, and success will reward our exertions.

2. The hope may be entertained that one collateral result of our present exertions in behalf of Victoria College will be an increased conviction of the paramount importance of Superior Education in its relation to the permanency and progress of Methodism in the Land. The cherishing of such a hope, however Denominational in its aspects, is not inconsistent with that high toned liberality which we profess, for, however comprehensive the charity of our principles, we are not insensible to the peculiar characteristics of Methodism, as eminently adapted to the wants, and beneficial to the real interests of Canada. . . .

Our Educational Institutions are closely connected with the Religious System, so ardently cherished, and it is impossible to conceal the fact that we are arrived at that crisis in our history which demands a considerate investigation of the legitimate relations of Collegiate Education to our ecclesiastical position and Christian progress. . .

We propose devoting a few Papers to this subject of Superior Education in its relation to Wesleyan progress, and we trust that however imperfectly the subject may be discussed, the arguments advanced may be sufficiently powerful to awaken some degree of sympathy and co-operation with the Conference, in its laudable efforts to sustain the interests of Victoria College. . . .

It is scarcely possible to over-rate the wisdom and policy of the Conference in its project to establish the "Upper Canada Academy"; nor can we withhold a warm tribute of gratitude to the Ministers and friends of that period, who courageously met and overcame so many difficulties, and were ready to make so many sacrifices for the attainment of their laudable purpose. If, with our present organization and various facilities of intercourse, we have to contend with hindrances, what must have been the case thirty years ago? Review the facts already adduced, in reference to the population of Canada, and the Methodism of Canada in 1830, and then judge of the sagacity and Christian zeal of those who, in "hard times," laid the foundation of a higher Academy for the youth of both sexes, and who persevered until they completed the superstructure, and honourably commenced their career of usefulness.

The Grammar Schools of that time were few and far between, and many of them were in the hands, or under the control, of persons who were exclusive in their views; there were very few private Seminaries, and most of these were only local in their benefits. There was a necessity for a good and trustworthy Academy, which should be established on Christian principles, accessible to all of every creed. Common sense alone is necessary to perceive the propriety of Denominational supervision and responsibility for such an Institution; and common honesty will admit, that the Methodists, considering their character, numbers, usefulness, patriotism and zeal, were worthy of confidence and patronage.

Preliminary steps had been previously taken, but, at the Conference of 1830, a Constitution was adopted for the "Upper Canada Academy," and a Committee appointed to "fix the location." In the Pastoral Address of that year, the subject is urged upon the attention of the Church. The manner in which that was done must commend itself to the hearty approval of the present generation. The Conference clearly defined the nature and purpose of its educational scheme. Mention was made of a few "important auxiliaries to the cause of religion, which deserved serious attention as well as zealous support and encouragement." Among these was the proposal of establishing a Seminary of Education, where youth may be trained up in the knowledge and obedience of God, and at the same time be faithfully instructed in the various branches of human learning, which the then present state of society rendered essentially necessary, in order to respectability and usefulness, and for the proper and successful discharge of the duties of the different stations of life to which Providence might call them. . . .

No record of progress appears in the printed Minutes of 1831, but, in 1832, it was Resolved, "That this Conference recommended to its Members, and to their Brethren the Local Preachers, to appropriate during the ensuing four years such Fees as

they may receive for the celebration of Matrimony, to the erection and use of the Upper Canada Academy." Considering the scanty allowances and the many pecuniary deficiencies of those times, the proposition was thoroughly Christian and patriotic, worthy of our pioneer Fathers and Brethren. . . . The great work at the time of providing suitable means for the literary culture of our youth, was vigorously prosecuted, and the sentiments of the Conference were more fully developed in the Pastoral Address of 1835. In that valuable Document it is said that,

"Special attention should be directed to the Religious Instruction of the rising generation,—a most important duty, too much neglected. Among the youth of our Country are its future Magistrates, Judges, and Pastors. Inseparably connected with the Religious Instruction of your Children stands their literary education. Education to the mind is what strength is to the body; it is its power to do good, or evil; for 'knowledge is power.' To furnish the means of education to the rising generation, and especially to the youth of our own Connexion, we consider our duty as a Christian Ministry. In this matter we imitate the example of the venerable Wesley, as well as the Prophets of the Bible and the Fathers of the Church; and in this important branch of duty we entreat your active and combined co-operation. We are happy to be able to say that the Buildings for the Upper Canada Academy are nearly completed. We trust the Institution will soon be open for the reception of Pupils. We believe it will be the means of educating many who will become School Teachers themselves, as well as imparting a solid education, upon Religious Principles, to very many youths of the Province, especially of our own Connexion."

After the "Academy" was opened, and its work fairly begun, the Conference embodied its convictions in language yet more definite and impressive. The Pastoral Address of 1837 says:—

"It is perhaps hardly necessary for us to remind you of the vast importance of the Upper Canada Academy, both as it respects the Church and the general interests of the Community. The prosperity of this Institution especially involves the character of our Church, is closely allied with our permanent advancement, and is essential to our exerting that influence over the public mind, which interest and duty alike impel us to obtain and to cherish. This Institution, we are happy to say, is rapidly and justly rising in the public estimation; and, while you consider the subject of Education in general to be one of great importance, you no doubt feel with us a peculiar interest in promoting it through this medium."

In subsequent Pastoral Addresses gratifying statements are made of the success of the Institution, and the peculiar blessings of a spiritual nature which God had graciously bestowed upon it.

During the years of its existence as an Academy, it accomplished much good, gave a sound education on a Religious basis to hundreds of youths of both sexes. Meanwhile the Country was rapidly rising in importance, having survived the shocks of the political agitation and rebellion of 1837-38. As after a Thunder storm, the atmosphere becomes purer, so in Canada sounder principles of a Constitutional Government are brought into operation, and with these a more clearly defined and extended system of Common School Education. These Measures of Government did not render unnecessary the means of Superior Education, which had been provided by the wisdom and liberality of the Methodist Church; but it did appear expedient to enlarge the plan and purpose of the Institution, which, while it should maintain its Religious and Denominational character, should also advance its standards of literary culture, and possess the power of conferring Degrees. After due deliberation, the Institution was, in 1841, incorporated under the name and style of "Victoria College," with the usual powers and privileges of a College; thus providing for our youth within our own native, or adopted, Country all the facilities of both a liberal and English Education. At the time when this change was effected, some doubts might have been entertained as to its propriety, for, although much improvement had been effected in the Public System of General Education, it was still imperfect and untried. Since then, however, extraordinary progress has been made, and the numerous Grammar Schools of the Country possess a standard and means of education equal to that of the "Upper Canada Academy," and, therefore, whatever doubts might once have been held in respect to

the change effected, most people will now accept it, as evincing great foresight and profound wisdom. Independent of general educational progress, there were other reasons for the change, existing in the defective Collegiate arrangements of the Country; nor are these reasons less potent, but are rather increased, in effectiveness by the legislation of past years.

PROCEEDINGS OF PUBLIC MEETINGS HELD IN SUPPORT OF THE MEMORIAL OF THE METHODIST CONFERENCE ON THE UNIVERSITY QUESTION, 1860-61.

1. The College Meeting at Sarnia, 1860.

At this Meeting, the Honourable Malcolm Cameron, Chairman of the Select Committee of the House of Assembly on the University Question, presided. He said:—Many good people told him they did not wish to come there and identify themselves with the movement at present going on among the Methodists, in reference to Victoria College. The truth was, the Methodists only sought common justice, fair play, they only wanted a share of a Fund appropriated long ago for such purposes as the one in which Victoria College has been so successfully engaged since its commencement.* He was one of those who took an active interest in that Institution, and, to this day, his interest has not in the least abated. Whenever any of his friends consulted him as to the best College to which to send their Sons, he always recommended Cobourg College, and why? Just because he knew the moral culture as well as the intellectual training of the youth would be attended to. What availed a mere secular education, without its natural ally,—the culture of our moral faculties,—the culture of our affections,—the culture of our sympathies? His views on Education were well known. He was grieved to see such a monopoly as the University of Toronto, spending thousands and tens of thousands of pounds in the erection of a most costly edifice, of that money which should have been laid out all over the Province in the promotion of a Collegiate Education,—the only object contemplated by the Legislature. Too much attention is paid to the higher branches of education to the neglect of the more useful and practical branches. He himself had not been fortunate enough to get a good education; this might account for his prejudice, but he did not think so. He had talked with thinking men both here and in the United States, and found them of the same opinion with himself, that far too much time and attention was devoted to Classics and the higher branches to the neglect of more useful and a more practical. Who are the men that build our Railways; that complete our large Public Works; that take our large contracts on hand? They are not men from the Southern States, nor from the Western States, or even the Middle States. They are men from New England,—men whose thoroughly practical education has been combined with the strict moral training. He had been very much struck lately in reading in a very profound work by Ruskin, that, as nations excel in the Arts, in painting, in Sculpture, etcetera, they deteriorate as a people, and decline as a nationality. There was not an Institution in Canada more deserving of our support than Victoria College. There was nothing sectarian in the Course of Instruction taught there, there was in it no Theological Chair. It was true that it was a Denominational Seminary, one reason

*The Orignal Grant of Lands Made by the King in 1797 was *First*, for the "establishment of Free Grammar Schools. . . . and *Secondly*, in due course of time, by establishing other Seminaries of a larger and more comprehensive nature, for the promotion of Religion and Moral Learning, and the Study of the Arts and Sciences," *i.e.*, Colleges, as was then so understood by each of the successive Governors of the Province, and especially by Sir John Colborne, in founding Upper Canada College and endowing it with part of the Lands of the Royal Grant of 1797: The Province in accepting the terms of the Grant of 1797 felt itself bound by them, in dealing with Collegiate Education in after years by making grants to various Colleges.

It will be noticed that the Upper Canada Legislature in 1797, asked the King to make a grant of Lands for "the establishment of a respectable Grammar School in each District. . . . and also of a College, or University." The Grant, as made by the King, was, however, much more extensive and "comprehensive" in its terms than that asked for. See pages 16, 17 of the First Volume of this Documentary History.

why he had confidence in it. Had he a Son to send to College, he would feel quite secure in sending him to Cobourg; he knew that the men who taught there were God-fearing men. The Professors at Cobourg devote their energies to the acquisition of truth as useful knowledge. He was strongly in favour of the voluntary principle. It was the only true principle, if all would practice it. But when any body of men, or any Religious Denomination, received aid from the Government of the Country, they have an advantage over the rest. Cobourg College is entitled to a participation in the Surplus Fund of which he had been speaking. Such is clearly within the meaning of the [Fifty-fourth Section of the] University Statute passed in 1853.

(NOTE. The Resolutions passed at this Meeting were in harmony with the Speech of the Chairman.)

2. THE GODERICH DISTRICT COLLEGE CONVENTION.

The following Resolutions were passed at this Meeting:

Resolved,—That, in the judgment of this Meeting, all secular education, whether elementary, or superior, should be based on Religious Principles, and that any System, or Institution, of Public Instruction, which excludes the Religious training and over-sight of its pupils, is radically defective, and cannot but exert a deleterious influence on the minds of those whom it is intended to benefit.

Resolved,—That this Meeting approves of the liberal provision made by the Legislature for Superior Education; but would express its decided conviction that the present management of the Funds of University of Toronto fails to meet the wishes and educational wants of the people of this Country.

Resolved,—That while we do not desire to see the University of Toronto deprived of a fair and just support, we do urge our claim to a share of the University Endowment, to be divided on some equitable principle; and we, therefore, pledge ourselves to urge upon the Legislature by Petition, and if need be, by the exercise of our franchise, the principles set forth in the Conference Resolutions, and we believe that this claim will be supported by other Denominations, as it is also by the letter and spirit of the University Act of 1853.

Resolved, That it is not the wish of the Wesleyan Methodist Church to secure Legislative aid for the support of a Theological School, or to contend for any peculiar advantages as a Religious community, but simply to obtain a suitable provision for the superior education of our youth on Christian Principles; and we shall heartily rejoice in any Measure, which will accord to other Denominational Institutions the justice which we ask for ourselves.

Resolved,—That we cherish the feelings of liveliest satisfaction at the harmony existing between the Ministry and Laity in this District, and we believe throughout the entire Church in this Province on this subject; and we indignantly repel the ungenerous imputations and efforts which are being put forth in certain quarters to weaken our confidence in each other on this question; being fully satisfied that our interests in this, and all other matters affecting us as a Church are identical.

Resolved,—That, we the Lay Members of this Convention, and Ministers of the District, agree with the principles embodied in the Conference Memorial to the Legislature.

3. COLLEGE CONVENTION OF THE MINISTERS AND LAYMEN OF THE CIRCUITS AND MISSIONS IN THE GODERICH DISTRICT.

(NOTE. The foregoing Six Resolutions adopted at the Goderich District Convention were also adopted by this Meeting, and are, therefore, not repeated here.)

4. The Chatham District College Convention.

(Note. The first four Resolutions adopted at the Goderich District Meeting were also adopted at this Meeting, and are, therefore, not repeated here.)

5. Moved by Mr. Stephen White, seconded by Mr. Thomas Morehouse, and,

Resolved,—That the Memorial agreed to at this Meeting be sent to Mr. A. McKellar, M.P.P. to be by him presented to the Provincial Legislature.

5. Odessa Circuit College Meeting.

Resolved, That, whereas the Conferences of the Wesleyan Methodist Church in Canada has passed certain Resolutions on Collegiate Education, and on the claims of Victoria College, this Meeting cordially approves of the action of the Conference, and will sustain the same as far as in its power.

Resolved, that this Meeting considers that the Methodist Church would be guilty of neglecting a most important duty which it owes to the youth of our Connexion and of our Country, if it did not provide the means of education in the highest degree, and, therefore, deems it right to take these measures for the support of Victoria College, which shall make it, in the best sense, beneficial and promotive of the literary and moral culture of our youth.

Resolved, that while this Meeting repudiates most thoroughly the imputation of certain parties in reference to "Church and State" connection, it nevertheless considers the establishment of Colleges by various Denominations as the most sound and judicious policy, and that these are entitled to legislative aid on equal terms in proportion to the literary work they shall severally accomplish.

Resolved, that this Meeting considers that the provisions of the University Act of 1853 has been most shamefully violated, and the University Funds most wastefully, and most unnecessarily, squandered, and that the Legislature is bound, not only to make inquiry into the past extravagancies, but also to adopt such Legislative Measures as shall prevent the continuance of abuse, and provide for the distribution of the [Surplus of the] University Funds on terms of equity toward all Colleges, which are now, or may hereafter be, established in Upper Canada, on suitable principles.

Moved by Mr. R. Aylsworth, seconded by Mr. D. Fraser, and,—

Resolved, that this Meeting cordially adopts the Memorial of the Wesleyan Conference now read.

6. The London District College Convention.

Moved by Mr. Wm. McBride, of London, seconded by Mr. Meredith C. Conn, of Fingal, and,—

Resolved, 1st: That, in the opinion of this Convention, provision should be made for the education of the youth of the land in the higher departments of Literature and Science, as well as those in the humbler departments of a Common School Education.

Moved by Mr. Henry McLeod, of Nissouri, seconded by Mr. John Sifton, of London Township, and supported by Mr. Daniel Shaw, of Belmont, and,—

Resolved, 2nd: That the provision made by our Legislature in 1853 is a generous and highly liberal one, but, in consequence of one College alone enjoying all the advantages of that provision, as well as in consequence of the prodigal expenditure of its Funds, the ample provision made in the University Act then passed, entirely fails to meet the wishes and wants of the people at large, and demands the interposition of the Legislature.

Moved by Mr. Hugh McIntyre, of St. Thomas, seconded by Mr. Bowman, of London, and supported by Mr. Stephen Walsh, of Devonshire, and,—

Resolved 3rd, That, while we disclaim all sympathy with the principle of "Church and State" connection, and would not sanction the appropriation of State Grants to the support of Theological Classes in Institutions of learning, the Endowment created out of the public domain should not be surrendered to any one part of the public to the exclusion of the rest. Therefore, all Colleges, not Theological, or sectarian, in their operations, but based on a liberal foundation, and imparting a higher education of the youth of our Country, are justly entitled to a participation in the [Surplus] Funds of the Endowment, according to the amount of educational work done by them.

Resolved, 4th, That the following Memorial adopted by this Meeting be placed in the hands of Mr. John Carling, Member for this City, and by him to be presented to the Legislative Assembly at its approaching Session in Quebec.

(The Memorial was similar to that adopted by other District Conventions.)

7. The Guelph District College Convention.

Resolved, That this Meeting highly approves of the principles on which Victoria College is established, as most conducive to the educational interests of Canada, and best adapted to supply its wants, combining as it does a thorough Collegiate Education with a proper and sufficient control over the moral and Religious character and interests of its Students.

Resolved, That we strongly repudiate the statement made in certain quarters, especially by the Montreal *Witness* Newspaper, that the Ministry and Laity are at issue on this University Question, and would embrace this opportunity of expressing our most cordial approbation of the Measures initiated by the last Methodist Conference, to secure an equitable and liberal administration of the University Act of 1853.

Resolved, That from the expenses of securing efficient Professors and the comparatively small Fees paid by Students, it has been found, (after the erection of the Building by voluntary contributions, and the most rigid economy,) impossible, as in most other Collegiate Institutions, to carry on the operations of Victoria College efficiently without an Endowment.

Resolved, That, from the benefits conferred on this Province in the liberal education of so many hundreds of its youth, the large number of Students now attending, and the thorough Collegiate Course through which the Graduates pass, Victoria College is entitled to a fair and equitable proportion of the Funds set apart by the Government for the purposes of University Education.

Resolved, That the Memorial now adopted by this Meeting be signed by the Chairman and Secretary of the Meeting, and forwarded to the local Member to be presented to the Legislature.

(Note. As most of the Memorials adopted at these Various Meetings were substantially the same as the Conference Memorial, those that are identical are not reproduced here.)

8. The Wellesley Circuit College Meeting.

Resolved,—That this Meeting is of the opinion that the ten cent per Member collection for Victoria College, which was recommended at the last Conference, should become one of our Annual Collections, and we are of the opinion that it should supersede the Church Relief Fund collection, but, if this cannot be done, that a new Collection be established, to be called the "Ten cent Collection for Victoria College."

Resolved, That our Superintendent, (the Reverend G. Hunt,) be requested to invite the Reverend William Scott, the Travelling Agent for Victoria College, to lecture on the College Question in the Town Hall at Cross Hill, some time during the Winter.

Resolved, That this Meeting feels called upon to express its disapprobation of the management and expenditure of the Toronto University. After reading with care the defences and explanations that have been made before the Select Committee of the House of Assembly, and given to the public, in answer to the charges brought against it, we are forced to the conclusion that it is unworthy of the small share of public confidences which it possesses, and we are consequently resolved to use any influence we do, or may hereafter, possess, either individually, or collectively, against its unrighteous management and unreasonable expenditure of public money.

9. The Hamilton District College Convention.

Resolved, That, considering the numerous educational advantages resulting to this Country from the establishment of Victoria College, we believe it is entitled to the confidence and support of the entire community.

Resolved, That we approve of the principle of a Provincial University, with power to confer Degrees only, having Denominational and other Colleges connected with it, and sending up their Students to it for Examination and Degrees.

Resolved, That, in so far as Victoria College, or any other Institution of learning promotes the secular education of the youth of our Country, it has a legitimate claim, according to the provisions of the present University Act of 1853 to receive, under proper guarantees and limitations, a fair share of the Surplus Endowment appropriated for University Education in Canada.

Resolved, That the following form of Petition to the Legislature be circulated for signature, videlicet:—

1. The Memorial of the undersigned inhabitants of the Province of Canada humbly sheweth: That Your Memorialists believe that large and improper expenditures of Educational Endowments have been made in connection with the Provincial University and Colleges in Toronto.

2. That, in the opinion of Your Memorialists, the University and Collegiate System, as now administered, is unjust to several classes of the inhabitants of Upper Canada; is unsuited to the wants and circumstances of the Country; is inimical to the wide extension and best interests of Academical Education; is wasteful in itself, and is contrary to the provisions of the University Act of 1853.

3. Wherefore Your Memorialists pray Your Honourable House to take these premises into your most favourable consideration, and institute an investigation into the Expenditures and Proceedings complained of, and cause an Act to be passed, by which the Provincial University may be made a Body truly representing the interests and feelings of the Country, and impartial in regard to the Educational Institutions of all parties, and, by which, all the Academical Institutions of the Country, affiliated with the University, may be placed upon equal footing, with regard to public aid, according to their works; and Your Memorialists, as in duty bound, will ever pray.

10. The Barrie District College Meeting.

The following are the Resolutions, which were passed at this Meeting:

Resolved, That this Meeting has learned with much regret that the inducement held out in the Preamble of the University Act passed in 1853, establishing the Provincial University, to afford aid to the different Colleges of this Province, has never been carried out, and that the large Endowment set apart for Collegiate Education in Upper Canada has been expended on one College, to the exclusion of all others.

Resolved, That, in the opinion of this Meeting all Colleges, whether Denominational, or otherwise, engaged in imparting a purely secular education to the youth of this Country, are entitled to receive some aid from the University Fund Surplus.

A Memorial to the Legislature, (similar to the foregoing), was then read by the Reverend W. H. Poole, when Mr. D. Morrow, moved, seconded by Mr. R. Cook, that the Memorial now read be adopted by this Meeting, which was carried.

11. The Brampton Circuit College Meeting.

Resolved, That this Meeting has learned with regret that the large Endowment set apart for Collegiate Education in Upper Canada has been so managed by the Toronto University as to confine the benefit arising from the said Endowment to one College only, to the exclusion of all others.

Resolved, That in the opinion of this Meeting all Denominational Colleges, not sectarian in their operations, but based on a liberal foundation, and imparting superior secular education to the youth of our Country, are entitled to receive some part of the Income Fund of the said University, amounting according to the last published Report to more than $60,000 per annum.

Resolved, That the following Memorial be adopted and signed by the Chairman and Secretary, on behalf of this Meeting, and that the Member for this County be respectfully requested to take charge of the same, and present it to the Legislative Assembly at its approaching Session.

"*The Memorial of the Official Members of the Brampton Wesleyan Methodist Circuit, in Quarterly Meeting assembled, humbly sheweth*:

1. That, in the opinion of your Memorialists the University of Toronto, which was intended by the Act of the Legislature in 1853 as a Provincial University, equally independent of, and impartial toward, all Colleges, has become the patron of one College, to the exclusion of all others, and has very greatly misapplied funds for the building up of one College, which were intended for the general encouragement of liberal education:

2. That a University to be National ought to be alike unconnected with every College of the Religious Persuasions in the Country, and equally the impartial Representative of all.

3. That each College, whether Denominational, or Non-denominational, ought to be placed upon an equal footing, as a matter of right, according to its works, in regard to aid from the State.

4. Wherefore Your Memoralists pray Your Honourable House to take these premises into your most favourable consideration, and to adopt such Measures as will remedy the injustice and evils, of which we complain, and that will secure to Upper Canada the advantages of a National University, alike unconnected with any one Religious Persuasion, or College, and place upon equal footing, and equal terms, all the Colleges, whether Denominational, or Non-denominational.

12. The Toronto District College Convention.

The Meeting was presided over by the Reverend Henry Wilkinson, Chairman of the District.

Resolved, First, That, while we are anxious to retain unimpaired the great educational interests of our Country, we have no sympathy with those who would centralize those interests in one favoured spot, or confine the advantages arising from the public funds set apart for Higher Education to one small class of Her Majesty's subjects, who prefer one Non-denominational College to the exclusion of all others.

Resolved, Second, That a very large majority of the Protestant population of Canada, having evinced their preference for Denominational Colleges in the establishing of the Victoria College by the Wesleyan Church, the Trinity College by the Episcopalian Church, the Queen's College by the Church of Scotland, and the Belleville Seminary by the Episcopal Methodists; and, as these Bodies are struggling hard to maintain these Colleges on the scale of extensive usefulness, we think it unjust impolitic, and cruel for the State so amply to endow one College, to the exclusion of all others, as to render competition with it by unendowed Colleges quite impossible, and especially as the Free Church of Scotland, the Congregationalists and others, who, in the elementary training of the Students, now derive the principal benefit from this large Endowment, form but a small portion of the Protestant population of our Country, and are as able to do something towards the education of their youth as are other Churches.

Resolved, Third, That, as the University Act of 1853 clearly contemplated an equitable division of "Surplus Funds" from the Grants to the Toronto University, to be applied in aid of Colleges situated in different parts of the Country, and as the Income Fund of the University, which is to be devoted exclusively to the education of youth, amounted, sometime since, to more than $60,000 per annum; and, as the Bursar's Report shows that, in 1856, there was a Surplus of about $38,000,—not a farthing of which has, up to the present moment, been given to any unendowed College; therefore, this Meeting earnestly requests the Legislature to direct that some portion of the said Surplus may be given immediately to Victoria College, to relieve that Institution in its present embarrassment, and to provide for a more economical Endowment, and an equitable division of the Income Fund of the University for time to come.

Resolved, Fourth, That, while we claim nothing from the public funds, on behalf of the Wesleyan Church for the Religious Instruction of her people, nor for the Theological Education of her University, we demand for the University of Victoria College, —the first University put into successful operation in Canada, and which is devoted exclusively to secular education, alike free to all, without distinction of sect, or party, an equal share of public University Funds, in proportion to the number of Students educated there.

Resolved, Fifth,—That, in the opinion of this Meeting, the Wesleyan Conference is entitled to the sympathy and support of all parties, in the agitation on the University Endowment Question, which it has initiated, and it considers that Christian Philanthropy, sound philosophy, and enlarged liberality, embodied in the authorized expositions of the views of that Conference entitled that Body to the gratitude, confidence,, and co-operation of every Canadian.

Resolved, Sixth,—That the Religious interests and rights of the people of Canada have been vigilantly guarded and defended by the Conference from the earliest period of its history; by which unjust encroachment has been prevented, and intolerant exclusiveness restrained; and, in the opinion of this Meeting, the present active opposition of the Wesleyan Conference to existing wrong, is not only consistent with its established policy and principles, but absolutely necessary for the defence of the just rights of the Wesleyan people generally, as well as being adapted to secure the advantages of all who have a proper regard for the educational progress of the Country.

Resolved, Seventh, That while this Meeting disclaims all intention of interfering with the preferences of those who desire a College, based upon the foundation of the University College, Toronto; nevertheless, as nothing in its Constitution affords an efficient guarantee that, its Professors, in the course of events, may not, any of them, or all of them, be thoroughly anti-christian in principle,—a possibility which events in other Countries have demonstrated,—it deems it important to so secure the maintenance and efficiency of unsectarian Denominational Colleges, as that our youth, (espe-

cially those who should be compelled to leave their paternal homes for such an Institution,) may have secured to them the means of a thorough and liberal education, imbued with sound and accredited Christian principles, therefore we trust that others will be as willing to deal fairly with us, in the maintenance of our views, as we are in according them the right of indulging their own preferences.

Resolved, Eighth, That, in the opinion of this Meeting, it is the duty of the Methodist Laity heartily to support the Conference in the maintenance of right, on the general question of the University Endowment Fund, but more especially in those Measures which may be deemed for the relief and voluntary support and Endowment of Victoria College, whose interest and efficiency cannot be neglected without serious loss to the Church and the Country; and, therefore, this Meeting deprecates all indifference and carelessness, and recommends renewed efforts to place our own College above the casualties of party strife, upon a solid foundation, alike beneficial to all classes, throughout all generations.

Resolved, Ninth, That this Meeting fully approves of the recommendation that the subject of the University Act of 1853 be again brought before the notice of the Legislature, with a view to enquiry and reform, and it hereby adopts the Memorial now read.

(The Memorial adopted was the same as that of the Hamilton District Convention, on page 32 of this Volume and is, therefore, not repeated here.)

13. The Weston Circuit College Meeting.

Resolved, That, in the opinion of this Meeting all Denominational Colleges, based on a liberal foundation, and educating the youth of our Country, irrespective of their Religious Persuasion, are, as a matter of right, entitled to a share of the University [Surplus] Income Fund, in proportion to the number of Students taught in them, as compared with each other.

Resolved, That this Meeting cheerfully adopts the principle involved in the Resolutions of the late Conference respecting Victoria College, and considers it important that our Church should regard that Institution as part of our practical operations for the good of the Country.

Resolved, That the Conference suggestion respecting a minimum of ten cents per Member for the support of the College, is cordially approved by this Meeting, as a practical way of assisting the funds of Victoria College, and it is recommended that the Quarterly Meetings be asked to confer together on this effort, by Public Meetings, or private Subscriptions, as may be deemed most expedient.

14. The Georgetown Circuit College Meeting.

Resolved, That this Meeting has observed with regret that the large Endowment set apart for Collegiate Education in Upper Canada is monopolized by the Senate of Toronto University, in behalf of University College, contrary to the declared objects and whole scope of the University Act of 1853, thereby excluding other Colleges from receiving that share of the Income to which they are entitled, and that Victoria College especially, considering the educational work it has accomplished, and it still accomplishing, has just reason to complain of unfair treatment.

Resolved, That the Memorial to the Legislature just read be adopted:

(*Note.* This Memorial was the same as that adopted by the Brampton Meeting on page 33 of this Volume, and is, therefore, not repeated here.)

15. The Whitby District College Convention.

Resolved, That this Meeting claims for Wesleyan Methodism the right, (and will willingly accord to all other Denominations the same right,) of offering to the youth

of our Church a superior Collegiate Education at an Institution, which, while free from sectarianism, shall be under Denominational control.

Resolved, That, inasmuch as Collegiate Institutions, as we learn from their history, cannot be self-sustaining, this Meeting approves of the liberal provision made by the Legislature for Superior Education, but are constrained to believe that hitherto those Funds have been extravagantly and wastefully expended in connection with the Toronto University.

Resolved, That, deprecating, as we do, the Endowment of any Church by the State,—the assertions of our Opponents to the contrary notwithstanding,—yet we feel bound to claim from the Legislature such a division of the [Surplus of the] University Fund as will secure to Victoria College an equitable share of the said Fund, in view of the number of young men there obtaining an education.

Resolved, That the draft of a Memorial to be presented to the Legislative Assembly of Canada, now submitted for the consideration of this Convention, be adopted. That the Chairman and Secretary to sign the same on behalf of the Convention, and that the Memorial be forwarded to the proper parties for presentation to the Legislature.

16. The Colborne College Meeting.

Proceedings of a Convention of Ministers and Laymen of the Wesleyan Methodist Church in the Village of Colborne.

Resolved, That, in the opinion of this Convention the liberal Endowment granted by His Majesty, George III, at the request of the Legislature of Upper Canada, in 1797, for the support of, (to use the language of His Majesty's Colonial Secretary, on making the Grant,) is amply sufficient, if economically expended, to procure a Collegiate, or University, Education for the youth of this Province.*

Resolved, That considering the extravagant Expenditure both of the University and College Endowments, in connection with the present Upper Canada and University Colleges, we think it essentially necessary that a thorough investigation should be instituted by our Legislature into this subject.

Resolved, That in education, as in other matters, competition is necessary to ensure excellence, or success, and this Convention thinks that several Colleges, when properly Endowed, and established in different parts of an extensive Country,—by diffusing the blessings of education to large numbers of young persons, who would not resort to large Cities, where temptations to vice abound, and the expenses of living are high,—confer greater benefits upon a community than a single Institution, however great its Endowment, especially in the absence of that competition which is so necessary to secure success.

Resolved, That, in view of the original intention of the Canadian Legislature and also of the Sovereign who granted the original University Endowment, [the Surplus of] that Endowment should be distributed amongst the several Colleges of this Province in proportion to the number of Students in each, such Colleges having no sectarian System of Theology taught in them.

Resolved, That, in a Christian community, no System of Education can be considered sound, or conducive to the higher interests of man, unless it be conducted under a safe moral supervision, based upon Christian Principles.

Resolved, That this Convention adopts the Memorial of the Wesleyan Methodist Conference.

17. The College Convention of the Town of Port Hope.

Resolved, That the thanks of this Convention are due to the Honourable, the Legislative Assembly of this Province, for the appointment of a Special Committee, at its

*See note on the original Royal Grant of 1797 on page 28 of this Chapter.

last Session, to investigate the complaints made by the Wesleyan Methodist Conference and others, in regard to the wasteful expenditure, of the liberal Endowment granted for the support of University Education in Upper Canada; and that our thanks are also due to the Gentlemen who so ably sustained the cause of the Complainants on that occasion.

Resolved, That the investigation conducted by a Select Committee of the House of Assembly at its last Session, most satisfactorily established that the complaints made were neither "frivolous nor vexatious"; that a great part of the generous Endowment made for the support of University Education in this Province has been most wantonly wasted; and that the ordinary Expenditure of the University of Toronto, through its single College is extravagant, and entirely fails to secure the noble aims for which this Endowment was given.

Resolved, That in the University of Toronto, as now conducted, with its single College, the absence of all reasonable guarantee for the moral and Religious principles of its Professors and Officers, and for the Religious safeguard of the young men who may desire to obtain a Collegiate Education, must necessarily destroy the confidence which the Religious community generally should feel in an Institution for the education of their Sons, at the most critical period in their lives.

Moved by Mr. R. Scripture, seconded by Mr. S. Washington, and,—

Resolved, That a common standard of University Education should be established for the Province, and that the University Endowment, (being alike the property of all,) the Legislature should distribute the annual proceeds of [the Surplus of] that Endowment proportionally among all Colleges which adopt the prescribed Standard of Education, and qualify their Students to sustain the required Examinations.

Resolved, That a National University should be so comprehensive in its provisions as to meet the reasonable wants of the various communities which it is intended to embrace; and that, as the University of Toronto is at present constituted and administered, it meets the views of only a minority of the people of Upper Canada, and can, therefore, in no wise, claim to be recognized as a National, or Provincial, Institution.

Resolved, That, in consideration of the facts and views as stated in the foregoing Resolutions, this Convention do memorialize the Legislature for such modifications and alterations in the University Act of 1853, as shall secure the distribution [of the Surplus] of the University Funds amongst the several Colleges, whether Denominational, or Non-denominational, which shall become affiliated, according to the amended Statute of 1853, and in proportion to the amount of work done in such Colleges respectively.

Resolved, That, in the opinion of this Convention, in addition to the Memorials from various Conventions in the Province, it is indispensable that Memorials to the Legislature should be signed by all of our people, and by as many others as concur in our views; and that the Conference Committee be urged to supply each Circuit with a sufficient number of copies for that purpose.

18. The Belleville District College Convention.

The following Resolutions were adopted at this Convention:—

Resolved, That the principles and views contained in the Memorial of the Conference of the Wesleyan Methodist Church in Canada to the Legislature of Canada on the University question be adopted.

Resolved, That, in the opinion of this Convention, a Memorial should be presented to the Legislature, praying it to cause an investigation to be instituted as to the manner in which the University Act of 1853 has been administered, and the Funds of the University of Upper Canada College has been expended, the immense advantages and benefits to the Country of several competing Colleges over the deadening and waste-

ful monopoly of one College, and cause an Act to be passed, by which all the Colleges now established, or which may be established in Upper Canada, in affiliation with the University of Toronto, be placed upon equal footing.

Resolved, That, inasmuch as this Convention being desirous of obtaining all possible information on the Provincial University Question, etcetera, agree that a vote is now due, and is hereby presented, to the Reverend W. H. Poole, of Cobourg, for his presence and for his official aid in our investigation of that subject.

Resolved, That, in the opinion of this Convention, Education, to be complete, must embrace the development of man's moral, as well as his intellectual, nature.

Resolved, That it was with more than ordinary pleasure that this Convention has to record the unanimity and Christian feeling which has prevailed in it during the discussion of the various subjects which have been brought before it.

19. The Brockville District College Meeting.

The following Resolutions were adopted at this Meeting:—

Resolved, First, That, whereas an attempt is now being made to merge the University of Toronto into a single College, and to build up an educational monopoly by Scholarship bounties, by the Expenditure of the University Endowment on Buildings unnecessarily expensive, and by other immunities and privileges enjoyed alone by the Students and Professors of University College, this Meeting cannot but express its strong disapprobation of such illiberal and unpatriotic policy; and regards it as at once a wanton violation of the letter and spirit of the University Act of 1853, and as grossly unjust to other Academic Institutions equally entitled to a fair share [of the Surplus] of the University Fund.

Resolved, Second, That, while we do not desire to see the University of Toronto deprived of a just and suitable proportion of the Funds appropriated for educational purposes, we would strongly urge our claims to a fair share of the [Surplus of the] University Endowment; to be divided upon some equitable principle; and we, therefore, pledge ourselves to urge upon the Legislature by Petition, and, if necessary, by the free exercise of our Franchise, the principles embodied by the Wesleyan Conference Resolutions, passed at its last Session in the City of Hamilton.

Resolved, Third, That we recognize with feelings of entire satisfaction the harmony existing between the Ministry and Membership of our Church throughout the Province on this subject of education in general; and we unanimously repudiate the ungenerous and unfounded imputations and efforts put forth by certain Journals to weaken our confidence in each other on this question; being fully satisfied that our interest in this, and all other measures affecting us as a Church, are identical and common.

Resolved, Fourth, That the Memorial to the Legislature just read be adopted and signed by the Chairman and Secretary on behalf of this Convention.

20. The College Meeting at Ottawa.

Pursuant to the request of the President of the Wesleyan Conference, a Convention of Members of the Wesleyan Church, composed of Delegates, both Lay and Clerical, representing the several Wesleyan Circuits embraced in the Counties of Carleton, Russell, Ottawa, Pontiac and Renfrew, was held at Ottawa.

The Reverend John Carroll moved, seconded by the Reverend Mr. Morton, and,—

Resolved, That the Petition to the Legislature, as adopted, clause by clause, be now adopted as a whole.

Resolved, That this Convention would have considered it exceedingly unwise if the Wesleyan Conference had discontinued the agitation on the University Question, and, therefore, rejoices to know that, at its last Meeting, the Resolution was adopted to use all lawful means to obtain University Reform.—Carried unanimously.

Resolved, That this Convention express its hearty approbation of the course pursued by those who appeared before the Select Committee of the House of Assembly on behalf of the Memorial of the Wesleyan Conference, but regrets that so few copies of the Evidence presented before that Committee were printed, and hopes that a large edition will be published for the information of the Country.—Carried unanimously.

Resolved, That the Petition adopted by this Convention be signed in its behalf by the Chairman and Secretary, and be presented to Parliament by one of the Members thereof for some one of the Counties represented in this Convention.—Carried unanimously.

Resolved, That this Convention, while it approves of one University, to be National and Non-denominational, to be established in Upper Canada, yet, if the Senate of that University should not be impartially constituted, this Convention considers that the Denominational Universities would have claims to a fair share of the Educational Funds of the Country, even although they should decline to surrender their University privileges.—Carried unanimously.

Resolved, That this Convention cannot bring its proceedings to a close without expressing its cordial approbation of the course pursued by the Reverend Doctor Ryerson, in advocating University Reform before the Parliamentary Committee of last Session, and its high appreciation of the talent and energy with which he has contended for equal educational rights to all classes of the people of Canada.—Carried unanimously.

21. The College Meeting at Perth.

Resolved, That, in the judgment of this Convention, the Legislature has made liberal provision for Superior Education in Upper Canada; but we are decidedly of opinion that the system of management and expenditure of the Funds of University of Toronto has not been in accordance with the intentions and design of the Legislature,—has been unfair towards a large portion of the people of this Province, and has failed hitherto to meet their fair and just requirements in an educational point of view.

Resolved, That this Meeting claims for the Wesleyan people of Canada that just consideration for their Educational Institutions, to which their works may have fairly entitled them, and that, although, free from sectarianism, (in the reasonable application of the term.) it is unjust to exclude them from a fair and impartial share of any Endowment provided for the benefit of the whole Province, simply because their Institutions may be under Denominational control.

Resolved, That, having implicit confidence in the wisdom and judgment of the Conference of our Church, in relation to the question of supplying Superior Education in this Province, we take this opportunity of declaring our approval of the recent proceedings of the Conference in relation thereto, and are glad to believe that the harmony which has so happily existed hitherto between the Ministry and Laity, will continue to prevail, on that as well as all other questions affecting us as a Church, on which the interests of both are so completely identical.

Resolved, That the draft of a Memorial to be presented to the Legislative Assembly of Canada, now submitted for the consideration of this Convention, be adopted.

22. The College Convention of the Montreal District.

Resolved I., That this Meeting regarding Collegiate Education as a subject of the highest importance, and as fraught with moral good, or evil, to a great extent we are convinced that no University, or College, System is either deserving of, or will meet

with the approval of the people of the Country, that is not based upon, and in accordance with, the great truths of the Bible.—Carried unanimously.

Resolved II., That, in the opinion of this Meeting a University System, to be adapted to the condition and requirements of Canada, must not only be Christian, but impartial in its character and operations; that as it should have but one, and that a proper, standard for the conferment of Degrees, so it should have but one impartial scale according to which aid should be afforded to its respective Affiliated Colleges, whether Denominational, or Non-denominational.—Carried unanimously.

Resolved III., That, to allow the whole of the vast Collegiate Revenue of the Country to be monopolized by, and expended upon, one University and College, contrary to the obvious intentions and designs of the University Act of 1853,* and whilst other Colleges of the Land, which are doing at least equal service to the Country, are left almost unaided to struggle amidst financial difficulties for their very existence, is alike unjust, illiberal and unpatriotic.—Carried unanimously.

Resolved IV., That it is the judgment of this Meeting further. that the Memorial of Conference to the Legislature upon this subject is alike wise, opportune and patrotic, deserving of the commendation and support of all the Members of our Church, and we hope and trust that the Representatives of the Country in the Legislative Assembly will give it that serious, impartial and unprejudiced consideration that its importance demands.—Carried, with one dissentient.

Resolved V., That we cannot separate without expressing our unqualified disapproval of the attempts which have been made by certain parties, not of us, who are apparently ignorant both of the polity and spirit of Methodism, to produce alienation of feeling and sentiment on this subject between our Ministers and People. Our interests are identical; in object and purpose we are, and ever hope to be, one, and any attempts to separate us, from whatever source they may come, we regard as hostile to us as a Church, and, therefore, only to be condemned. Carried unanimously.

CHAPTER IV.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS, 1860.

I. THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY.

PROCEEDINGS OF THE BOARD OF VICTORIA COLLEGE, MAY, 1860.

The Treasurer presented his Financial Statement, and read an abstract of his Cash Account, which was received. The Treasurer also submitted a Balance Sheet and a Statement from the College Agent, the Reverend T. A. Ferguson.

Resolved, That Mr. Ferguson's Account be laid over, and that he be requested to furnish a detailed Account of Moneys received, and from what sources, giving an analysis of the same, including the amount received on Scholarship Account,—the amount collected on old and new subscriptions, and also the amount of collections taken up.

It was resolved that the amount of the Agent's expenses, (being $229.33), be allowed him, and that the Salary of the Agent be, as the Discipline provides, $140, and that $60 be added to it as incidentals.

*And also of the terms of the Original Royal Grant of Lands in 1797, which provided for the "establishment of other Seminaries of a larger and more comprehensive nature [than Grammar Schools] . . . for the study of the Arts and Sciences." See page 17 of the First Volume of this Documentary History.

The Treasurer presented a Report from the Investing Committee.

Resolved, That a Committee be appointed to examine the various accounts of the Institution, and that Messieurs J. H. Dumble, William Kerr and Edward Jackson be that Committee, before whom the Reverends S. D. Rice, John Ryerson and Anson Green, the Treasurer and Ex-Treasurer do appear and make their statements in reference to the financial matters connected with their Term of Office, and that if Mr. Jackson cannot act, Messieurs W. Kerr and J. H. Dumble may appoint a Person in his place, and that it be an instruction to this Committee to point out the relation of the Boarding Hall to the College proper.

Resolved, That the Cash Account of the Treasurer, as now read, be received and adopted.

Resolved, That the annual Salaries of the Tutors and Masters, not included in the Professional Staff, be $500.

Resolved, That the Report of Mr. Ferguson, the College Agent, as now presented, be adopted.

Resolved, That the result of the Agencies for the past three years be printed in the College Gazette.

Resolved, That the College House Steward be instructed to lower the price of Board for the coming Session.

Resolved, That the thanks of this Board be presented to Mr. Ferguson for the efficient services rendered by him, as Agent of the College, during the past year.

Resolved, That the cordial and unanimous thanks of this Board be presented to the Reverend Doctor Ryerson for his very able advocacy of our College interests before the Special Committee of the House of Assembly in Quebec, and that the expense of the publication of his Defence be assumed by the Board.

A Donation from Mr. J. George Hodgins, A.M., of Six hundred and thirty-five dollars ($635), for the permanent establishment of [the Ryerson, Webster and Hodgins,] three Prizes in Victoria College, was reported by the President of College, also the Indenture securing the same, when it was,—

Resolved, That the thanks of the Board be presented to Mr. Hodgins for the handsome Gift made by him to the Institution, and that the President, Mr. Kerr, and Mr. Dumble be a Committee to complete, sign, and seal the Indenture securing the same.

Resolved, That this Board desires to express to the Members of the Faculty of Victoria College its high appreciation of their labours, by which the Institution has been placed in so high a position among the Literary Institutions of the Province, and in the Country generally, and in the great success they have achieved in the training of young men for the active duties of life.

Rsolved, That the following Persons be recommended to the Annual Meeting for re-election, the Reverend Doctors Ryerson, Wood and Green, and Messieurs Woodsworth, Deacon, (of Perth), and Anglin, (of Kingston).

At a Meeting of the College Board on the 14th of June, 1860, it was moved by the Reverend Doctor Enoch Wood, seconded by the Reverend G. R. Sanderson, That the Reverend William Scott be recommended to be appointed as Agent of the College for the coming year.—Carried.

At a Meeting of the College Board on the 24th of July, 1860, it was,—

Resolved, That the Reverend William Scott be added to the Finance Committee. Mr. J. H. Dumble was also appointed Bursar of the College and the Reverend William Scott Financial Secretary; the Reverend Doctor Green was appointed Treasurer of the Scholarship Fund. The Reverend William H. Poole and Mr. William Anglin were appointed Auditors.

Resolved, That the several Agents of the College, who have collected Scholarship Notes, be instructed to furnish the Committee of Finance wth a full list of all Scholarship moneys collected by them, giving the names of the parties who have paid,

together with their residence and the number of their Scholarships. Also a list of all Scholarships cancelled.

Resolved, That the Reverends Doctors Wood and Green and William Soctt be a Committee to complete the business connected with the purchase of the Property used by the Medical Faculty.

Resolved, That the Investing Committee be instructed to take no second Mortgages, nor to invest any Scholarship money in Property already encumbered.

Resolved, That the Salary of the College Agent be fixed at $1,000 for present year.

Resolved, That it be the business of the College Agent to endeavour to collect Scholarships, and former subscriptions yet unpaid, and to solicit new subscriptions of four dollars and upwards.

Moved by the Reverend S. S. Nelles, seconded by Reverend Samuel Rose, and—

Resolved, That, in the judgment of this Board, it is expedient to establish a Faculty of Law in connection with this University, and that the following Gentlemen be a Committee to prepare a Course of Study and to report to this Board, videlicet, the Reverends Doctors Ryerson and Stinson, Messieurs Ira Lewis, J. Deacon and W. Kerr, and also the Reverend S. S. Nelles, President of the College.

PROCEEDINGS OF THE WESLEYAN METHODIST CONFERENCE, 1860.

Resolutions of the Conference on the University Question.

Whereas the Conference, at its last Session in the City of Hamilton, expressed its views deliberately and explicitly on the subject of Academical Education, by means of Denominational Colleges, as well as a Non-denominational College, and the expenditure of the University Endowment for the equal aid of all Colleges according to their works,* therefore, be it,—

1. *Resolved,* That the Conference now assembled, after the calm deliberations and discussions of the past Year, most solemnly and unanimously re-affirms the opinions and principles formerly expressed, and determines to use all lawful means to carry them into effect.

2. *Resolved,* That this Conference hereby expresses its entire approval of the course pursued by the President of the Conference, and those Members of the Special Committee, to whom was assigned the duty of expounding and defending the views of the Conference, and for an elaborate series of articles which, as approved by the Committee, first appeared in the columns of the *Christian Guardian*, and were afterwards printed in pamphlet form, previously to the Meeting of the last Session of Parliament.†

3. *Resolved,* That this Conference, after a careful review of the proceedings of a Select Parliamentary Committee, appointed on the Memorial of the Conference, to investigate the complaints made against the expenditures and reduction of the University Endowment and Income, and the System of University College, takes this opportunity of gratefully acknowledging its obligations to the President of the Conference, the President of Victoria College, the Reverend Doctor Green and the Reverend W. H. Poole, for the able manner in which they conducted the exposition and defence of the views and claims of this Body, and more especially to the Reverend Doctor Ryerson, for the conclusive and powerful Address which he delivered before the Committee, in defence of the rights of our people, and in reply to the attacks and misrepresentations of the Partizans of the Toronto College monopoly.

4. *Resolved,*—That this Conference rejoices in the fact that, notwithstanding the opposition of interested parties, the information communicated by various means; in Quarterly Meetings and District Conventions,‡ has induced our beloved people, through-

*See pages 225-228 of the Fourteenth Volume of this Documentary History.

†For reference to the Pamphlet, see page 229 of the Fourteenth Volume of this History.

‡See Chapter III, pages 25-40 of this Volume.

out the Country generously to co-operate with, and sustain the action of, the Conference at its last Session; the Laity, during the discussions of the past year, have rallied round the common standard of Christian Education, justice and patriotism, and, by Petitions to Parliament, have strengthened the hearts and hands of those who were necessitated to conduct the controversy; and we do hereby cordially acknowledge the assistance thereby rendered in the maintenance of the great principles of justice and righteousness.

5. *Resolved*, That we feel it a solemn duty to the youth of our Congregations, and the future welfare of our Country to continue in connection with our Brethren and friends throughout the Land, the discussion of the great Question of Christian Collegiate Education, and to use all proper means to give effect to the Prayer of the Memorials on the subject, which have been adopted by this Conference, and by sixteen District Conventions and two hundred and fifty Quarterly Meetings of the Ministers and Laity of our Church.

6. *Resolved*,—That, disavowing all connection with, or spirit of, political partisanships, yet, as a just, sound, Christian, and National System of Academical Education, can be established only by the Legislature, we affectionately urge our People not to forego the exercise of their undoubted rights as Citizens, but, by all peaceable and lawful means, to secure the ends of justice; and we hereby reiterate the sentiments of the Seventh Resolution passed at the last Conference, that:

We affectionately entreat the Members of our Church to use their influence to elect, as far as possible, Public Men, who are favourable to the views expressed in the foregoing Resolutions, and who will do equal justice to those who wish to give a superior Religious Education to the youth of the Country, as well as those who desire for their sons, a Non-denominational Education alone.

7. *Resolved*,—That the cordial thanks of this Conference be tendered to the Honourable Malcolm Cameron, M.P.P., for presenting the Memorial of this Conference to the Legislative Assembly, and for procuring the investigation into the matters of which we and our people have complained; also, to Mr. David Roblin, M.P.P., for his active and efficient co-operation and aid during the investigation of the University Question by the Select Committee of the Legislative Assembly.

8. *Resolved*,—That the cordial thanks of the this Conference be recorded in respect to those Members of the Legislature, who have supported our just claims on the University Question and the Grants of aid to Victoria College.

9. *Resolved*,—That the respectful and cordial thanks of this Conference be presented to the Honourable Attorney-General and other Members of the Government for Upper Canada, for the increased aid recommended by them to Parliament in behalf of Victoria College, pending the settlement of the University Question.

Resolutions of the Conference Relating to Victoria College, 1860.

1. *Resolved*, That this Conference is deeply impressed with the necessity and importance of systematic effort to sustain the University of Victoria College, embracing as it does, not only an Undergraduate Course of University Studies, but also an English and preparatory Grammar School, imparting a thorough English and Grammar School Education to those youth who do not pursue the higher studies of the University.

2. *Resolved*, That each Minister, or Preacher, pledge himself, independent of former subscriptions, to contribute at least ten cents to the support of Victoria College, during the present Conference Year, and to use his utmost exertions to induce the Members of our Congregations under his charge to do the same, since every Member of our Congregations has as much personal and natural interest in our College as his Minister.

3. *Resolved*, That we affectionately entreat the Members of our Congregations to co-operate with us in this general and systematic effort to sustain, with increased efficiency, one of the most important Institutions of our Church and Country.

4. *Resolved*, That a copy of these Resolutions be published in the Minutes and in the *Christian Guardian;* and that each Financial District Meeting be instructed to devise the best means to carry them into effect within the Circuits of its own jurisdiction.

5. *Resolved*, That the Chairman of each District be directed to bring the foregoing Resolutions before the Financial District Meeting, over which he presides; and that each Superintendent of a Circuit be directed to bring them before the Quarterly Meeting of his Circuit.

5. *Resolved*, That the several sums raised in accordance with the foregoing Resolutions, be transmitted to the Treasurer of Victoria College, as soon after the first day of next January as possible.

The Canadian Conference Address to the British Conference, 1860.

The past year has not been without its peculiar trials relating to a Question of great national importance. It has been attempted for some years past to establish in Canada a Collegiate System of Education, devoid of Religious oversight and responsibility, and to employ the Fund designed for all, for the Endowment of this one secular Institution, to the exclusion of those Colleges which are under Denominational control. Against this injurious and unjust system, this Conference, at its last Session, entered its solemn protest and recommended a course of proceeding, which by Memorial of the Conference, and by Petitions from all parts of the Country, brought the views of this Body before the Parliament of Canada. Our intentions and aims were grossly misrepresented and leading Members of this Conference were subjected to great obloquy and reproach. They were, however, graciously sustained and aided in the conflict; and our united efforts to secure the just rights of the Christian people of this Country are likely to be crowned with success. At the same time, there is cause for thankfulness that our own valuable Institution of learning, Victoria College, was never in a more prosperous condition than at the present time. We need only more extended accommodation and more ample Endowments to make it the most useful Institution of the kind in Canada. Believing it to be essential to the progress and permanency of Methodism in this Country, we shall not fail to protect its rights to a proper share of public support, and to guard with sacred jealousy its Christian and Wesleyan character. In our efforts to obtain justice, in reference to the University Endowment, we have received the cordial aid of the Chief Superintendent of Education for Upper Canada, the Reverend Doctor Ryerson, whose vigorous mind, enlarged experience, and enlightened convictions, in relation to Denominational Colleges have been brought to bear on the Question now agitated; and you will rejoice to learn that our beloved people have rallied to the standard of our Common Christianity, as the only satisfactory basis of general and Collegiate Education.

Conference Committee on the University Question, 1860.

Resolved, That the following Persons constitute a Committee, who shall have charge of the University Question, videlicet: That President of the Conference, the Reverend Doctors Green, Ryerson, Wood, and the Reverends S. S. Nelles, A.M., Henry Wilkinson, William Scott and James Elliott.

Report of a Committee on the Wesleyan Proprietary Female College, Hamilton.

The Committee appointed by the Conference to consider the Memorial of certain Members of the Church in Hamilton, beg to report:

1. That they conceive that the opportunity afforded of purchasing the Buildings in Hamilton, known as the Anglo American Hotel, is one which should be embraced,

and that it will furnish accommodation such as is not to be found in any branch of the Wesleyan Methodist Church, and one in every way an honour to our Church in Canada.

2. Having heard from the deputation, (Messieurs Edward Jackson and Joseph Lister), their views on the subject of the Memorial, they recommend to the Conference the following, as general principles on which they may usefully and safely act.

First,—That the Instituton be Proprietary,—the entire financial responsibility to rest on the Proprietors.

Second,—That the Religious and Methodistic character may be secured by having a Directory to be composed of one-third Ministers and two-thirds Laymen. Of the Laymen, at least eight out of ten shall be Proprietors and Members of the Wesleyan Methodist Church in Canada. The one-third Ministers, to be appointed by the Conference may, or may not, be Proprietors.

3. That the Directory, so appointed, shall have the educational and Religious, as well as financial, direction, subject however, to the following Rule,—that the Principal, or Governor, shall be a Member of this Conference, the nomination to be in the Directory, but the appointment to be in the Conference. If, however, the Conference cannot, at any time, suit the wishes of the Directory, they may fill the appointment at the time, but not otherwise than by a Member of the Wesleyan Methodist Church in Canada.

4. The Committee would further suggest that, if the Conference accede to the wishes of the Memorialists on these principles, they will appoint a small Committee to meet the Provisional Directors elected by the Proprietors to form an Act of Incorporation, and facilitate the opening of the Institution as soon as practicable.

The report was adopted and the following Resolution was passed:

Resolved, That a Committee of five Members of this Conference be nominated by the President and appointed to aid in carrying out the project of establishing a Proprietary Female College at Hamilton.

The following to constitute the Committee:—videlicet: The President of the Conference, the Reverends Doctors Wood, Ryerson, the Reverends Richard Jones, Samuel D. Rice and George Douglas.

REPORT OF WESLEYAN FEMALE COLLEGE OF DUNDAS, FOR THE YEAR ENDING JULY 7TH, 1860:

1. It affords the Board much pleasure in being able to present the following brief Report of the state of the Institution in its various educational departments:

2. The average attendance of Boarders, during the year has been 30½, the average attendance of Day Scholars has been 25, making an average in the two classes of students of 55½.

3. There have been five Teachers regularly engaged in teaching during the year, so that the wants of the Institution in its educational departments have been fully met.

4. The Teachers have attended to their duties faithfully, and have secured not only the respect, but the warm affection, of the young Girls committed to their care. The progress of the Pupils in their various departments of Study has been alike exceedingly creditable to themselves and their Teachers.

5. If the Teachers were not well qualified for conducting the classes assigned them, and on the other hand, if the Pupils had not been determined to excel, the results of the year's labour would not be so encouraging as they are.

6. Besides the Preparatory Studies, there have been three General Classes, videlicet: the Senior, Middle and Junior, divided into eight regular Collegiate departments, videlicet: Mathematics, Logic and Rhetoric, Classical Languages, Philosophies. Modern Languages, Natural Sciences, Music and Fine Arts, so that all the branches of learning, embraced in the published Circular, necessary for a complete Collegiate

Course, have been taught during the year. We also had, at the commencement of the Collegiate year, a juvenile department, which was intended as a nursery for the higher departments, but, in consequence of the crowded state of the Building, we were compelled to break it up at the close of the Term.

7. There have been two public Examinations during the year, a semi-annual and an annual Examination. The former was regarded by all who witnessed it, as highly satisfactory, and the latter not less so, showing most conclusively there must have been very careful training combined with the closest application. The evidence given at these Examinations of the attainments of the Pupils must have satisfied the most sceptical, that the success of the Institution was no longer problematical. Four of the Pupils have gone through the whole Course of Study prescribed for securing a testimonial from the Faculty, which testimonial each of them received at the close of the Examination from the hands of the Reverend Principal of the College. It is conceded as being equal to a B.A. from a College for young men.

8. On reviewing the whole of the departments, the Board has come to the conclusion that the education given to those who are to be among the future Wives and Mothers of our Country is of the most thorough and reliable character, combining the useful and practical with the ornamental.

9. The moral government of the Institution has been most efficient and successful. A few persons have expressed themselves dissatisfied with the stringent Regulations, and the tenacity with which the Principal and Faculty have adhered to, and carried them out. The Board, however, are quite satisfied that nothing can more effectually secure the confidence of those Parents, who live in distant parts of the Province, than to know it to be a fact that the youth whom they send to this College are strictly and kindly cared for, and are as secure from all demoralizing influences as it is possible for them to be.

The Board would earnestly recommend the Stockholders to do their utmost to retain and maintain the Institution in the most efficient manner, and on as extensive a basis as possible. Let its capabilities and merits be known as widely as possible. Our Country needs it, and ought to be made acquainted with its character and operations as possible. . . .

DUNDAS, 1860. RICHARD JONES, Chairman of the Board.

ADDRESS TO THE REVEREND S. S. NELLES, M.A., PRESIDENT OF THE UNIVERSITY OF VICTORIA COLLEGE FROM THE STUDENTS.

1. The position you have so long and ably filled, in connection with our University, the real energy you have ever manifested in its behalf, the deep interest you have taken in the welfare and success of the Students under your charge, and the kindness you have ever shown in the discharge of your Official Duties, have induced us, the Matriculated and Non-matriculated Students in attendance during the present Session to heartily join in presenting to you this humble Testimonial, as a token of our esteem and appreciation of your talents and services.

2. The present occasion we think is a suitable one to refer to your energetic and successful labours on behalf of our College, and the rapid progress which it has made since your appointment to the Presidency. When you first entered upon the discharge of the duties connected with that honourable position, the number of Students was small and the College was going to decay, but under your guidance, and the co-operation of the able Staff of Professors and Tutors, the numbers in attendance have greatly increased, and our Alma Mater has taken its position among the first Universities of our Country.

3. And when injustice and monopoly would deprive our University of its rights your voice and your pen had been efficiently employed in exposing the wrong, and directing the public mind to a just and honourable decision. In your efforts to establish our University, and thus to promote and extend higher education with its great

advantages and blessings to our Country, we feel confident that you had been influenced by the highest principles of philanthropy and patriotism. And, Sir, be assured that our sympathies have been with you and your zealous Colleagues in this important movement, and, should the future demand our efforts, we, influenced by the spirit which your example has tended to inspire, will be ready to contribute both our energies and means to the support of our Alma Mater.

4. But we wish at the present time to speak more particularly of the relation which you have sustained to us as Students. Those of us who have had the benefit of your instruction in the Class-room can Testify to your ability as a Teacher in the wide and difficult field of Metaphysics. You have unfolded to us the mysteries of the mind of man, even more wonderfully constructed than the clay tenement in which it dwells. You have explained the sure Evidences upon which rest our faith in our holy Christianity, and exposed the subtle fallacies by which wicked men have sought to shake the foundations of that exalted system. But your influence has not been confined to those who have been under your guidance in the Class-room; all have felt the power both of your example and percept. While enjoying the high advantages of College life you have taught us the principle of self-reliance that the best University can only afford us the opportunities of learning; that we must rely upon ourselves for success, for "there is no excellence without great labour." It has also been the object of your life to have carried out in the Institution under your charge that principle which you have publicly advocated, videlicet: the uniting of Religious and secular knowledge. The seasonable words which you have here spoken will, we believe, exert their influence in after life, like the acorn dropped into fertile soil, which springs up and develops until its majestic form becomes an object of beauty and power. But, while you have been ever careful to impress upon our minds that knowledge unsanctified by Religion is more likely to prove an injury than a blessing, there has been nothing in your teaching which partook of bigotry, or narrow sectarianism, for it has always been your aim in your Official relations not to explain the tenets of any particular sect, but to unfold and enforce the broad principles of the Doctrines of Christianity, which are common to the various Denominations, to which we, as a Body, belong. You have taught us the elevating sentiments that there is something more noble than to live for ourselves alone; that, while we derive knowledge from various sources, we should not lay it by as the miser does his gold, but employ it for the benefit of those by whom we are surrounded. You have enfolded great principles, drawn from the fountains of reflection and experience; from the sacred rules of right, and the unfathomed depth of Christian truth, so as to inspire within us a more exalted reverence for virtue and Religion, and a greater love for knowledge for its own sake. And although we may leave the Halls of our Alma Mater, and no longer hear the sound of your voice, yet the influence of the lessons of benevolence, of virtue, and of Religion, which you have impressed on our minds, shall go with us in forming our judgments, exalting our views of truth, enlarging our sympathies, and ennobling our lives.

5. And no less do we appreciate the kindness which we have ever experienced from your amiable Consort, who by the constant exemplifications of the holiest and most lovely principles which adorn Woman's nature, has cast a charm over our College days, and removed much of that gloomy intellectualism so apt to associate itself with a Student's life.

6. In conclusion, we would unite in the expression of our hearty sympathy for you in your deep affliction, and earnestly desire and pray that a kind Providence may soon restore you to health and activity, and that your life may long be spared to adorn this our Seat of Learning.

With the best wishes for yourself and Family, we ask you to accept these articles of plate, as a mark of our affection and esteem, feeling sure that you will prize the Testimonial, not on account of its intrinsic value, but for the motives and feelings which prompted its presentation.

The Reverend President of the College replied as follows:—

1. I accept with great pleasure this flattering expression of your regard. For the last ten years my thoughts and labours have been devoted, amid many discouragements, to the preservation and improvement of our College, and it cannot but be gratifying to me to receive from the Students of the present year so kind and valuable a proof that my labours are not wholly unappreciated. In the character of our Alumni, in the number, gifts, and diligence of our Under-graduates and especially in the liberal and Christian principles upon which our University has been conducted, we have a strong security for its future. So long as Christianity continues to flourish in our Land, so long Victoria College and similar Seminaries will also flourish, and they, who, amid opposition and obloquy, now toil to establish such Institutions, will hereafter reap an abundant reward.

2. In closing the exercises of the present Academic Year, I am affected to think that I have of late been so much separated from you, and that now, from many of you, I am to be separated more widely and permanently, I can only say that my good wishes and prayers will follow each of you through life. It saddens me to remember how little of the future career of any one of you can be foreseen. The uncertainty of your several destinies, after leaving these Halls, is perhaps less than that which attended your entrance. Your characters have become somewhat matured and settled, and you have been brought, I trust, under the guidance and principles which will lead you on to usefulness and honour, yet nothing can save you from the severe and perilous conflict of life. Much of joy and sunshine may await you, but also disappointment and sorrow. These are wisely intermingled in the system of Divine discipline under which we live. Ardently as I could desire for you a joyous future, I cannot pray that you should be wholly free from "the days of darkness." I pray rather that each of you may become wise, and strong, and sure, and that you may cultivate, in sunshine and in shade, that essential principle of all strength and excellence,—a true faith in God.

What is called a prosperous life is commonly the most beset with dangers. With a proper interpretation I may commend to you the paradoxial lines of Lover:—

O watch you well by daylight.
By daylight you may fear,
But keep no watch in darkness,
The Angels then are near.
O watch you well in pleasure,
For pleasure oft betrays,
But keep no watch in sorrow,
When joy withdraws its rays.

Remember that the goal of life is spiritual perfection, and those who have most fully attained to this great object have come round by the rough and thorny road of sorrow.

Then in life's goblet freely press,
The leaves that give it bitterness,
Nor prize the coloured waters less
For in thy darkness and distress,
New light and strength they give.

I thank you, my young friends, for your costly and beautiful gift with your affectionate Addresses. They will ever remain as precious Mementos in my Family. They will remind me that Victoria College has many devoted Sons scattered through the Land. They will oftimes serve to cheer me and my dear Companion amidst future toils and trials, and will inspire me with new ardour for the advancement of our beloved University.

II. THE PRESBYTERIAN CHURCH (OF SCOTLAND), REPRESENTING QUEEN'S UNIVERSITY, KINGSTON, 1860.

PROCEEDINGS OF THE TRUSTEES OF THE UNIVERSITY OF QUEEN'S COLLEGE, 1860.

1. The Board of Trustees of Queen's College again desire to lay before the Synod of the Presbyterian Church of Canada, in connection with the Church of Scotland, a brief Annual Report, together with Statements of the Income, Expenditure, and Financial position of the College. With the view of affording full information in regard to the Institution, the Accounts have been prepared with great care by the Treasurer, to whom the Board feel under deep obligations for his disinterested and laborious services. In addition to shewing the Expenditure of the University during the past year, the Accounts will be found to contain, under appropriate heads, Statements in regard to the capitalized Resources at the disposal of the Trustees, and also the Income and Expenditure of the Bursary Fund.

2. A considerable increase in the total number of enrolled Students again affords satisfactory evidence of advancement. At the close of the Session the Roll was as follows:—

Students in the Faculty of Theology	11
Students in the Faculty of Arts	44
Students in the Faculty of Medicine	90
Total	145

3. Of the Students in Arts, 26 have intimated their intention to enter the Divinity Hall, so that Queen's College is now training 37 young men for the Ministry of our Church.

4. At their last Annual Meeting, the Board of Trustees, after long deliberation and deeply impressed with the urgent necessity of obtaining a permanent Principal, decided upon sending a Deputation to Scotland, consisting of the Reverend Doctor Barclay and Mr. Alexander Morris. These Gentlemen discharged their important and delicate mission with eminent success, and the Board have the high gratification of announcing as the result, that the Reverend William Leitch, late of Monimail, in Scotland, has accepted the Principalship of Queen's College, and will enter upon the duties of his office before the commencement of next Session. The testimony from every quarter of the Church of Scotland in favour of the Reverend William Leitch's qualifications and eminent fitness for the Office has been so ample, so unanimous, and so cordially expressed, that the Board of Trustees cannot but regard this appointment as one likely to prove conducive to the best interests of the College; and, from the active part which the Principal-elect has taken in the business of the Church at Home, the Trustees believe that this appointment will bring a valuable acquisition to the ranks of the Ministry in Canada.

5. During the past year, the Board have had to lament the loss of two of their number, the Honourable James Crooks and Mr. John Mowat, who were among the earliest supporters of the College, their names being enrolled in the Royal Charter. The late Mr. Mowat has given practical proof of the great interest which he took in Queen's College, by a bequest in his Will, endowing an annual competition Bursary. As the first instance of such commendable liberality, the Trustees cannot refrain from thus recording their sense of the value of the Gift, and expressing the hope that other Members of our Church may follow so good an example.

6. The finances of the College have had the earnest attention of the Trustees during the past year, and the review has occasioned much anxiety. As the number of Students yearly increased, further accommodation and class-rooms were found necessary. This urgent want could only be supplied by a considerable sacrifice of capital,

thereby seriously encroaching upon the Annual Revenue, which could ill bear any diminution. The effort made a few years since to collect a Building Fund among the Congregations of the Church has only realized one-third of the sum required, and the Trustees again respectfully crave the aid of the Synod to meet the deficiency.

7. A welcome addition to the Annual Revenue of the College may this year be expected from the Provincial Government, who have increased the Annual Grant from $3,000 to $5,000. The Trustees, however, are strongly impressed with the necessity of securing for Queen's College a sure and liberal Endowment, by replacing the large sum taken from their Capital in erecting the much needed Buildings, and by every other means within their power.

8. During the past few months, the Management of the munificent Endowment for the Maintenance of University Education in Upper Canada, revised and regulated by the Provincial Statute in 1853, has engaged public attention, and a Select Committee of the House of Assembly was appointed to investigate the matter. The Funds at the disposal of the University of Toronto have long been ample, not only for the support of the University and of the College in connection therewith, but also to foster and aid other Collegiate Institutions in the Western section of the Province. The University Act of 1853 was undoubtedly framed with this latter object in view, and for several years the Trustees have waited in the hope that their just and legal rights might be recognized by a suitable appropriation from the University Funds. Recent investigations, however, into the management of these Funds have shown how little prospect there was of any such recognition, and an excellent opportunity for such a step being afforded by the action of the House of Assembly in appointing the University Select Committee. The Executive Committee of the Board of Trustees addressed the Petition, of which a copy is given herewith, to the Governor-General and the two Houses of Parliament.*

9. In the subject under consideration of the Parliamentary Select Committee, Queen's College had a deep interest, and the Executive Committee, therefore, requested the Reverend Doctor Cook to watch the proceedings at Quebec, and to give necessary evidence on behalf of Queen's College. The result of these important investigations has not yet been made known, but, in the meantime, the Trustees have done all in their power to advocate and maintain the claims of Queen's College to a share of the [Surplus of the] University Funds, without being in any way pledged as to future action, or to any surrender of their Chartered privileges.

10. The grateful acknowledgments of the Trustees are again due to the Colonial Committee of the Church of Scotland for the annual grant of £300 sterling, and especially for having this year increased their grant in aid of the Bursary Fund from £30 sterling to £50 sterling.

11. At the last Meeting of the Synod, a Committee was appointed on the Bursary Scheme to watch over the same and to report to the next Meeting of the Synod. The Trustees earnestly trust that the action of this important Committee may result in placing the Scheme upon a permanent and liberal footing, and would respectfully express the hope that an annual Collection in aid of it may be requested from all the Congregations of the Church.

12. Planted by the Hand of Providence in a new and rising Country, whose population is rapidly increasing in numbers, and yearly spreading over vast districts but lately recovered from the forest, it cannot fail to be the earnest wish of every devoted Member of our Church that She may keep pace with the growing wants, and meet the requirements of her Adherents in every Settlement, where they may have formed a home. The facts and Statistics brought before each succeeding Synod but too surely prove that this degree of progress has not yet been reached, and often are large Congregations which would gladly welcome and support a Minister, left to the fostering

*For a copy of this Petition, see pages 32, 33 of this Volume; see also page 104.

care of other Denominations, or, in some cases, remain wholly destitute of the hallowed Ordinances of Religion. The poverty of early Settlers in the Backwoods, their distance from each other and from more favoured Congregations, may, to some extent, account for this deficiency, but, at the same time, it must, with painful regret, be admitted, that the number of young men consecrating themselves to the sacred calling of the Ministry falls far short of the demand for their services, and also of what might reasonably be expected from an enlightened Christian Community.

13. In a Country enjoying that measure of prosperity and progress, with which it has pleased God to bless our Land, young men of ability and education cannot easily be attracted by mere wordly prospects held out in the Church, nor can they shut their eyes to the fact, that, almost every other calling, offers better prospects, in a pecuniary sense, for themselves and for their families. Were the attraction a merely pecuniary one, our College Halls might possibly be filled with Students, but the piety and spiritual life of the Church could scarcely be expected to survive the change. It is a higher and holier motive than this, which must ever be the means, under the guiding Hand of Providence, in leading young men of piety and promise to engage directly in their Master's service, and to devote their talents to the work of the Ministry.

14. Deeply impressed with the growing wants of the College and the Church in this respect, and with the desirableness of endeavouring to bring statedly and faithfully under the consideration of our Christian parents and pious young men the call to the work of the Ministry, and the claims of the Church, the Trustees venture respectfully to give the matter a place in their Report, trusting that the venerable Synod, which is about to meet, may take such action as in their wisdom shall seem expedient. The call to the Gospel Ministry,—information regarding the destitution of our Land, the setting forth of those things which recommend the sacred calling to Parents and Youth, might well engage the attention of our Ministers and Congregations on a stated Sabbath in every year, and could not fail to receive respectful consideration. While thus using the means, and pointing out the duty, special and earnest prayer might be offered up in public, and in private, for the College and for those assembled within its Walls, as well as for the outpouring of the Holy Spirit upon the rising generation of the Church, and that the Lord of the Harvest would send forth from among them labourers into this corner of His Vineyard.

15. An occasion such as has been indicated above would indeed afford most fitting opportunity for uniting earnest prayer with liberal offerings in aid of the cause, for a General Collection to supplement and increase the usefulness of the Bursary Scheme. Many young men of talent and promise are now restrained from entering upon a College Course by anxiety in regard to their maintenance, while so engaged, and, until a suitable provision for all such can be held out, the services of not a few will be annually lost to the Church. To meet this deficiency, a General Collection is urgently needed.

16. In that striking passage of Scripture so often quoted for the encouragement of the Church, the duty of giving is made to precede the blessing promised, and may well serve for our example until the glorious promise be fulfilled:

"Bring ye all the tithes into the storehouse, that there may be meat in Mine House, and prove Me now herewith, saith the Lord of Hosts, if I will not open you the windows of Heaven, and pour you out a blessing, that there shall not be room enough to receive it."

KINGSTON, May, 1860. JOHN PATON, Secretary of the Board of Trustees.

GENERAL STATEMENT OF THE ENDOWMENT AND FINANCIAL AFFAIRS OF THE UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.

	$ cts.
Royal Charter	3,107 37
Apparatus, Class Room Furniture and Books	6,784 31
Stock and Debentures	37,300 00
Bonds and Mortgages	11,508 55
Lands	16,992 00
Queen's College School and Lot	1,149 54
College Buildings and Grounds, also New Buildings, etcetera	34,522 90
Bursary Endowment Stock, Ladies' Association of Toronto	785 20
Medical Faculty	78 68
	$112,228 55

KINGSTON, 18th April, 1860. ANDREW DRUMMOND, Treasurer.

PROCEEDINGS OF THE SYNOD OF THE PRESBYTERIAN CHURCH (OF SCOTLAND), 1860.

The Reverend John McMorine, Doctor Mathieson, and Doctor Cook were re-elected Trustees of Queen's College, in accordance with the provisions of the Royal Charter; their names were ordered to be placed at the top of the list of Clerical Trustees, and the Clerk was instructed to intimate their election to the Secretary of the College.

The Annual Report of the Trustees of Queen's College was read. It was moved by the Reverend George Bell, seconded by Mr. J. Greenshields:

1. That the Synod learns with gratitude the general success of Queen's College during the past year, and rejoice that the Trustees have secured for the College and the Church the services of a Gentleman so eminently qualified for the office of Principal as the Reverend William Leitch, D.D.

2. That the best hope of continued and enlarged success in the training up of Ministers is, under God, in prayer; and the Synod, therefore, cordially recommend all Ministers to give increased attention to this subject in the devotion of the Sanctuary. . . .

. . . . . .

5. That the Synod earnestly urge Presbyteries to guard with becoming caution and a firm vigilance, the door to the holy office of the Ministry, so as not to admit that sacred calling men wanting in mental, or moral, qualifications for its high and holy functions.

Which motion, being put to the Synod, passed unanimously.

It was also moved by the Reverend Doctor Cook, seconded by Mr. G. Neilson, that the Reverends Doctors Williamson, Muir and Cook, and Mr. J. Greenshields be a Committee to prepare a Petition to the Provincial Parliament, claiming for Queen's College a share of the public provision for Academical Education in Upper Canada—which motion passed by a vote of 54 to 11, which the Moderator declared accordingly.

Bursary Scheme. The Synod having called for the Report of the Committee on the Bursary Scheme, it was read by the Reverend Doctor Machar, Convener. It was then moved by the Reverend Doctor George, seconded by Mr. A. Morris, That the Synod have heard with satisfaction the Report of the Bursary Committee, and again record their sense of the importance and usefulness of this Scheme; That the Synod, having appointed the second Sunday of February as a day of Special Prayer for Queen's College, and for bringing the claims of the College under the notice of their Congregations, do earnestly recommend that, upon the said day, or such other Sunday as may be more convenient, a Collection be taken up in aid of Queen's College Bursary Fund; and that the Committee be re-appointed, with the addition of the Reverend William Leitch, D. D., and the Reverend Professor Mowat,—which motion, being put, passed unanimously.

Petition for Aid to Queen's College. The Reverend Doctor Williamson, on behalf of the Committee appointed to prepare a Petition to Parliament for additional pecuniary aid to Queen's College, submitted a draft Petition. It was moved by the Reverend J. H. Mackerras, seconded by the Reverend J. McMorine, That the Petition be approved, and that the Moderator subscribe it, in name of the Synod, and forward it to the several branches of the Legislature,—which motion was carried.

Report of the Committee of the Bursary Scheme. In accordance with their instructions, the Bursary Committee beg to present a brief Report on the present condition of the Scheme, and to add a few respectful suggestions respecting its future support.

In the annual Financial Statements of the Treasurer of Queen's College, a detailed Account is given of the Bursary Scheme Receipts and Expenditure, rendering it unnecessary to repeat the information in this Report. It may, however, be stated briefly, that twenty-three Students have participated in the benefits of this Scheme during the past Session. The sum allotted to each, although scanty, has yet, in many cases, proved of most essential benefit. In this way, $869.36 has been disbursed; but the Committee are under the painful necessity of stating, that the Receipts have fallen very far short of the necessary Expenditure,—leaving the Scheme, at the close of the financial year, (May 10th, 1860), overdrawn by $132.10.

The Bursary Scheme is at present chiefly dependent on the Annual Grant of the Colonial Committee, of the Church of Scotland, (which was this year increased to £50 sterling,) on the annual donation of the Montreal Lay Association, on the liberality of a few kind supporters, and on Congregational Collections. Of the latter class of contributions, the number is but small, only fourteen Congregations having done anything for the Scheme during the past year. It is earnestly hoped that the interest manifested by the Synod in the Scheme, and especially the action to be taken at the approaching Synod Meeting, may lead to a wider feeling of sympathy, and a much more liberal increase of support.

Of permanent Endowments, there are but two, videlicet: That of the St. Andrew's Church Ladies' Association at Toronto, amounting to $800, and that of St. Andrew's Church, Kingston, which has nearly reached the same sum. To the above, may be added the liberal bequest of the late Mr. John Mowat, a Trustee of Queen's College from its commencement, and who has provided for the Endowment of an annual competition Bursary.

While engaged in the consideration of this important subject, the Committee could not but contrast the ample provisions and inducements held out to Students in Trinity College, Toronto,* with the scanty and hitherto uncertain fund at the disposal of our own University. In Trinity College, for example, there are not fewer than twenty-five Scholarships, ranging from £35 to £50 each, tenable for two and three years, to be allotted among seldom more than thirty Students.

After long consideration, the Bursary Committee have been led to the belief, that a stated annual Collection from each Congregation is urgently needed in aid of this Fund. Much may be done by individual effort, and the Committee would mention with grateful acknowledgemnt the aid and support received from several Congregations of our Church, from the Lay Association of Montreal, from the Colonial Committee, from the Quebec Sabbath School, from Mr. Hugh Allan, as well as the thoughtful liberality of the late Mr. John Mowat in endowing a competition Bursary; but the Committee are persuaded that an Annual Collection is the only means within their reach of receiving an adequate annual Income for the Scheme. While craving the assistance of the Synod in calling for a Collection, the Committee would humbly express their belief, that much more might be done for the College and Church on the Sabbath set apart for that purpose, than the mere raising of funds for the Bursary Scheme. A most valuable opportunity would thus be afforded of setting forth those things which recommend the Gospel Ministry as a profession,—of proclaiming the wants of the Church in this respect

*See page 257 of the Fourteenth Volume of this Documentary History.

and the Divine call to the Service. Christian Parents, especially, might be reminded of their duty, not only to "bring up their children in the nurture and admonition of the Lord," but also to train up, some of them, for the Lord's Service in His Church. Young men at that eventful period of life, when the choice of a profession is often determined by events, or tendencies apparently trivial, in comparison with the importance of the decision, might also be faithfully addressed on this duty, in regard to the work of the Ministry, and the nature of the call and qualification for their work faithfully pointed out. The Church does not want those who would fail in other professions, or who lack the energy and talents which lead to success in life; but if her service is the noblest sphere of labour in this World, she does call to enter her Theological Halls, those who have not only piety, as the great essential, but also possess the highest order of mental and physical qualifications.

KINGSTON, May 9th, 1860. JOHN MACHAR, D. D., Convener.

The following Petition to the Legislature, having been discussed, was adopted:—

TO THE HONOURABLE THE LEGISLATIVE ASSEMBLY OF CANADA, IN PROVINCIAL PARLIAMENT ASSEMBLED.

The Petition of the Synod of the Presbyterian Church of Canada in Connection with the Church of Scotland, Humbly Sheweth:

1. That the Public University Endowment for Upper Canada was from the very first designed for the promotion of a higher education generally in different University Colleges, and not for the benefit of one College alone, as appears from the terms of the Original Royal Grant, by which it was expressly declared to be for the establishment of Academical,—

"Seminaries of a larger and more comprehensive nature, for the promotion of Religious and Moral learning, and the study of the Arts and Sciences."*

2. That the centralization of a higher, no less than that of a lower, education, and a monopoly of educational Funds in a land of such vast extent, and so rapidly increasing in population as Upper Canada, are a state of things which no one, who has at heart the moral and intellectual elevation of the Province, can approve, or support, as well as the very opposite of what was designed in the Original Grant; and nothing is more calculated to promote its educational prosperity than the rivalry of different University Colleges, fairly and adequately endowed from the Common University Fund, —each inciting the other to successful exertion, and striving, by zeal and efficiency, to merit the confidence of the Country.

3. That Your Petitioners have always felt a deep interest in the advancement of education, and were among the first of the Religious Denominations of Upper Canada to provide for the putting into actual operation a University for the higher instruction of the youth of the Province, by obtaining, in 1840, a Charter from the Provincial Legislature for "The University at Kingston," and that the last clause of this Act made provision for a portion of the public University Fund being assigned for its support.

4. That, under the Royal Charter, which followed in 1841, and which left the pecuniary clause of the Provincial Charter, now referred to, to be carried into effect by a separate Act of the Provincial Parliament, the University of Queen's College has done as much for the higher education of youth as the University College at Toronto, under its successive designations, if not more,—numbering in general, year after year, more Matriculated Students, and giving them an education, Your Petitioners venture to say, not inferior to that received at any other University in the Province.

5. That Your Petitioners, therefore, have uniformly maintained the claim of the University of Queen's College to a just and liberal share in the Public University Endowment for Upper Canada, on the ground of the express terms and wise design of the Original Grant of 1797, and of the successful labours of Queen's College for the promotion of a higher education among the youth of the Province.

*See page 17 of the First Volume of this Documentary History.

6. That this Claim was further recognized both by the Preamble, and by the Fifty-fourth Section of the University Act of 1853,—the latter providing for the reservation, and subsequent appropriation by Parliament of the Surplus Income of the University Fund for the benefit of the different University Colleges of the Province.

7. That, although that Act unfortunately was not so framed as to meet the wishes of the leading Religious Bodies in Upper Canada, and, therefore, of the great bulk of its population, yet, had the intention of the Section of the Act above referred to been fairly, and in good faith, carried out, Your Petitioners have no doubt that the University question would long ere now have been wisely and equitably settled.

8. That the intention, however, of that provision of the Act of 1853 has not been fulfilled, and Your Petitioners have reason to believe, from the extravagant-Expenditure of the University Revenues, that it will not be fulfilled, so long as things remain as they are at present.

9. That Your Petitioners, therefore, are compelled to have recourse to Your Honourable House, in order that a thorough investigation of the whole matter may take place, and that Your Honourable House may review the Act of 1853, which has been practically nullified in its two main provisions by the virtual blotting out of the University, and substituting the University College of Toronto in its place, and by the application of the whole public provision made for academic instruction to the maintenance and fostering of one College alone, to the exclusion of all others.

10. That for the interests of a higher education, and its wider dissemination throughout the Province, as well as in justice to the University of Queen's College, and the other University Colleges in Upper Canada, which although comparatively unaided, have each done as much for the advancement of academic instruction as the University College of Toronto, or more. Your Petitioners appeal to Your Honourable House, and confidently leave the matter in your hands, assured that, unless an Act of the Provincial Parliament is to be set at nought with impunity, you will take immediate and effectual steps for remedying the evils, of which Your Petitioners have just reason to complain, and for finally settling this important question in a wise and equitable manner.

And Your Petitioners will ever pray.

Signed in name and by appointment of the Synod of the Presbyterian Church of Canada in connection with the Church of Scotland.

KINGSTON, 5th of June, 1860. ALEXANDER MATHIESON, D. D., Moderator.

INAUGURAL ADDRESS AT THE OPENING OF THE UNIVERSITY OF QUEEN'S COLLEGE, 1860.

BY THE REVEREND WILLIAM LEITCH, D.D., NEWLY APPOINTED PRINCIPAL.

1. It is usual in older seats of learning, and on occasions such as the present, to recall the illustrious names of those who, in other days, adorned their history. Were I addressing an audience in the Metropolitan University of Scotland, I would, as a matter of course, cite the names of Stewart, Brown and Hamilton; Playfair and Robison; Cullen and Munro, as names of historical interest in Mental, Physical and Medical Science, and, in the Western seat of learning, it has often been my lot to hear from the most eloquent lips in England, the just tribute of honour bestowed on the names of Adam Smith, Black, Hutchison, Reid, James Watt, and a host of others, who, as Students, or Professors, reflected credit on the Institution where the elements of greatness were developed, and where the treasures of natural wisdom were employed in the training of the youthful faculties. No Student has ever listened to these appeals without having stirred within him a generous ambition to gain a like honourable distinction. The spell of these illustrious names was great, and a presence was felt around the venerable walls which they once animated with the living voice. I have no such venerable names to appeal to, our greatness is not in the past, but the future. The hoar of antiquity has not yet gathered around our Institution. It is still in its infancy. There are minds that can derive stimulus and inspiration only from the past, but it is fortunate that others are so constituted that the future is their great animating principle. Reverence for the past is one of the deepest sentiments in our nature, and to attempt to obliterate it would be an injury to the best interests of mankind. We cannot subscribe to the sentiment "let the dead past bury its dead,"

for a man, although dead, may yet speak, and Institutions, now extinct, have not yet exhausted their moulding influence on Society. The form may have perished, while the vital influence still survives. But, as the wine-fancier sometimes prizes the oldest vintage, even for its decay, so many cling to old Institutions, when their practical significancy is gone.

2. This Institution has not, at least, the decrepitude of age, and there is ground to hope that it is possessed of the buoyancy and progressiveness of youth. An old tree may stand long after it is rotten at the core, and all its vitality gone, but a tender shoot soon disappears if there is a canker at the root; and the fact of the steady advance of this young Institution is a proof that its constitution is sound, and that an important future is still before it. When we look at the original foundation, and the languishing infancy of similar Institutions in the Old Country, we have reason to thank God and take courage. The College of Glasgow may be cited as an example. More than a century after its foundation, the whole University Body amounted to only fifteen persons, and the whole available Revenue was not more than the Salary of a Merchant's Clerk at the present day. It was by a like gradual growth that even Oxford acquired its overshadowing greatness. It is to be hoped that no such long minority is in store for this College, but that it will partake of the rapid growth characteristic of every other Institution in this Country.

3. In surveying the character of Nations, it is interesting to mark how strikingly national characteristics are correlated to the physical conformation and susceptibilities of the Country. How much of Scotland's love of freedom may be traced to her natural fortifications,—her successive lines of Mountain Ranges, which have enabled her so often to defy the invader and maintain her independence. How much of England's commercial greatness is due to her mineral wealth, and her command of the Sea, affording means of communication with all parts of the World! If the future of a Nation can then be estimated, in any measure, by the elements of material greatness, how reasonably may we expect a great future for Canada! The idea of vastness and indefinable greatness is everywhere thrust upon you, as you traverse this Land. With the impression still fresh, I cannot but speak of the almost overwhelming effect produced by the grandeur of the natural features of this Country. I shall not regret that I first entered Canada by its majestic River. It is a fit portal for so great a Country. Sailing for days together with the shore only dimly visible on either hand, and the ship but a minute speck on the vast expanse, one could well realize the feelings of the first Navigators, who looked with awe upon its mysterious greatness. How vast must that Country be that ceaselessly pours this mighty flood into the Ocean! And how fully realized must this have been, when the Inland Seas, like the ventricles of a heart, of which the St. Lawrence is the main artery, was opened up and the boundless plains and forests were explored! If England owes much of her greatness to the Ocean that surrounds her shores, and which serves as a highway to other Lands, how much more highly favoured is this Country, when she has not merely a sea without, but vast seas within, inviting the transport of the treasures of inexhaustible regions of agricultural and mineral wealth!

4. But why do I allude to these elements of material greatness? Is it that this Country must necessarily bear on its soil a people correspondingly great? The law of correlation demands no such necessary result. The history of the Red Indian is a sufficient illustration. This child of Nature knew not the greatness of the Country, in which his race was cradled, and caught none of its influence. There must be a moral and intellectual development in man before the moulding influence of the Country, in which he lives, can be felt, and then may we expect that the development may have the stamp of the Country's character. The mere mechanical force of the Gardener will not make the young shoot grow into a matured branch of requisite form. The vital force of the tree must combine with the external power applied. There must be life within, as well as a mechanical force without. A dead shoot will not grow into a gracefully curved branch. In like manner, unless there be an independent progressive life in a people, the Country will not force its greatness upon them, but, with the life within, and the moulding influence without, there will be a process or action and reaction which must necessarily lead to the fulfilment of a Nation's destiny.

5. This leads me to the value of Collegiate Institutions, as calculated to foster the inward life of a people, and fit them to take advantage of the material elements of greatness around them. The Universities in the Middle Ages were as lights amidst the universal darkness, and to them are we mainly indebted for preserving Europe from barbarism. The first settlers in a new Country have, almost necessarily, a struggle for subsistence, and while this stern necessity exists, little advance can be looked for; and when it is long continued, a progressive degradation may ensue, so that the rude trapper may differ but little from the Indian, who disputes with him for the hunting-ground of his tribe. Even, after the stern necessities of Nature are vanquished, it may be long before a people emancipate themselves from the sole dominion

of commerce and agriculture. The cultivation of learning and the fine arts will be regarded as superfluous luxuries, and only such education will be valued as bears immediately upon material interests. But the loftiest type of national character cannot be acquired, while the cultivation of the higher parts of Man's nature is overlooked. Nay, even the material greatness of a nation cannot be fully developed while there is an incomplete and inharmonious education of the mental powers. It is apt to be overlooked that there is nothing more profitable to a Nation than intellectual culture. It is Mind that confers on matter its highest value. Wherein lies the marvel of that miracle of engineering skill, the spanning of the St. Lawrence by the Victoria Bridge? It is not in its stupendous piers, not in the hollow metallic masses, forming the highway, but in the mental power that conceived that magic feat. It is in the wizard power of cultivated genius that deals with rude matter as a plaything, and forces the stubborn mass to assume forms and positions most alien to its nature. In the revolutions of the governor of the steam engine and the alternate strokes of the piston, we see the triumph of mind over matter, and a triumph of the most profitable kind. In such a case as this, the profit is most obvious, but in all cases of mental cultivation, the profit is as real, though not so direct. Take, for example, the general cultivation of mind which the Legislators and Governors of a Country require. How unprofitable are the services of unenlightened and uneducated men, who have the resources of a Country at their command! One fatal blunder in commercial policy, a single war rashly and needlessly entered into, may squander the savings of a people for many years.

6. The institution of Universities, therefore, instead of being a needless expenditure, is a mark of thrift in the people that support them. It is one of the most important agencies for developing the resources of this great Country. Without the elevating influence of the University and its allied Institutions, this Country can never reach the high distinction to which its material resources evidently point.

7. It cannot be matter of surprise, then, that so many Chartered Colleges should already be established by a wise policy in British America. It has been objected that the wants of Canada do not require so many Collegiate Institutions. But surely a wise Government ought to look to prospective, as well as present, wants.* How infinitely stronger would the objection have held in the case of Scotland, where her Colleges were founded at the four different University seats. Scotland then had only a handful of people, compared to the present population of Canada. Her population was much ruder, and the demand for learning much less. Yet we see, at the present day, the immense benefits resulting from the establishment of so many Institutions at that early period. No other Country has benefited so largely by mental culture, and the poverty of the soil has been more than compensated for by the educational advantages which her Colleges and Schools have conferred on the mass of the population. The power and wealth acquired by Scotland's Sons throughout the World are out of all proportion to her small population.

8. But, turning from these general questions, let me direct a few remarks to the youths around me in reference to the method and spirit with which they ought to pursue their various Studies. My remarks must necessarily be very general, and must fail in usefulness just in proportion to that generality. The value of a Collegiate Education depends very much on the circumstance that the Teacher, by familiar acquaintance with the pupil, can adapt his instructions to his special wants, and give precise and definite, instead of vague and general counsel.† Still, there are points of general bearing and interest, to which I shall shortly direct your attention.

9. In a University Course there are two distinct classes of study. There is, first, the Faculty of Arts, the chief object of which is to bestow a liberal education, irrespective of any special professional pursuit. A College education has always been regarded as a *sine qua non* in the case of the learned professions, but it would be a grand mistake to think that such an education would be thrown away on those who do not intend to pursue a professional career. It is not in Law, Medicine and Theology alone that a College education is useful. The Merchant, the Legislator, the Agriculturist, and the private Gentleman, can derive equal advantage. For what is this higher education but a means of enabling a man, whatever his occupation, or position in life may be, to fulfil his duties with more success, and to occupy his position with greater dignity and influence? It ought not to be forgotten that the most valuable result of a College education is the mental culture rather than the technical acquire-

*This "prospective" view of the intellectual future of this Province led the King's Advisers, (instead of founding a "College, or University," as asked for by the Legislature) to provide, in 1797, by a Munificent Grant of lands, for the "establishment of Seminaries of a larger and more comprehensive nature" (than Grammar Schools) "for the study of the Arts and Sciences." See page 17 of the First Volume of this History.

†This personal intercourse between Professor and Students is a subject that is strikingly illustrated by Mr. Adams in Chapter IX of this Volume.

ments of learning. No doubt a knowledge of Latin, Greek, Mathematics, Moral and Natural Philosophy has its special uses, which ought not to be overlooked, but in a course of liberal education, the great object to be aimed at is the cultivation of the mental powers. We are to look, not so much to the Knowledge itself as to the power of acquiring Knowledge. The technical branches of learning are the mere scaffolding, the training of the faculties is the solid structure. The scaffolding may be removed; a man may, in after life, forget his College learning, but his labour has not been lost, if there remain the solid and enduring result of a sound judgment, steady application and a refined taste, in short, the capability of excelling whatever his pursuits in life may be. I might readily point to men distinguished in the various learned professions, who could not now demonstrate a single proposition of Euclid, construct a syllogism, or construe a difficult passage in a classic Author, although once proficient in these various departments of College learning. But would it be just to conclude that their College Course was of no value to them, merely because they have forgotten the instruments of their training? No; such a conclusion would be most unjustifiable. Men may, amidst the pressure of professional avocations, lay aside, though not wisely, the Knowledge they acquired at College, but they cannot, if distinction is to be gained, dispense with these mental habits and tastes which a College training conferred.

The experience of long centuries has shown that, for general mental culture, there is no means to be compared to the study in early life of the ancient Classic Languages. Not only the Memory, but the judgment, logical accuracy of thought, and the exercise of a fine taste are necessarily brought into requisition. In no other languages can the nicer shades of thought and feelings be studied with so much advantage. Mathematics, although more limited in its range of mental culture, is admirably adapted to train to the more rigid forms of thought, and logical deduction. And it is a happy arrangement that, at the outset of a University career, Classic refinement should be combined with the more robust exercise of the logic of Geometry. A basis is thus laid for the more advanced studies of mental and Physical Science. . . .*

10. Besides the Faculty of Arts affording a liberal education irrespective of any special professional pursuits, we have the professional Faculties of Theology and Medicine. At the first establishment of the College, the grand object in contemplation was the raising up of a Ministry for the service of the Church of Scotland in Canada. It was obvious, at an early period, that before this branch could, in any measure, meet the wants of the Presbyterian population, or assume a National character, it would be necessary to rear a native Ministry. The success of the Parent Church could only be temporary, and the organization of this College contemplated a period when the Church in Canada would assume an independent position, in which she could rely upon her own resources as to men and means. It might have been more in accordance with this idea that one who had experience of the work of the Ministry in Canada and of its wants should be selected as best fitted to preside over the education of her future Ministers. The feeling of filial regard has, however, prevailed, and one has been selected more distinguished for his devoted affection to the Parent Church than for the high qualities requisite for the situation which he has now the honour to fill. I might have scrupled at such an advanced period of life to leave scenes endeared to me by labours of love and the happiest associations of my life, but I feel that the Church of Scotland had a paramount claim upon my services, and that I could not reject so cordial an invitation to promote her interests by forming a new link between her and the daughter Church in this Country. I feel honoured, then, by receiving an appointment which is a renewed pledge of affection between the allied Churches. Though only fulfilling a provisional purpose by being the medium of the fostering care of the Mother Church, I feel that my mission is one of no ordinary importance, and, if I can aid, in any measure, in embuing the future Ministers of this Church with the spirit of the Mother Church,—with that devotedness and zeal which has made her the glory of Scotland, I shall feel that I have not laboured in vain. . . .

11. The case of the Medical Profession will illustrate my meaning. Scientific lectures are delivered by the Professors in the Medical Faculty, but they would be comparatively of little value if this were all. The Science is given only that a practical training may be based upon it. The Hospital, the Laboratory, the Dissecting and Operating Rooms are open to the Student so that he may actually practice the science which is taught him in the lectures. The community would be justly alarmed were it announced that the Medical Faculty gave only lectures, and that Students were to

*This subject of the influence of the Ancient Classics, in promoting, in connection with Mathematics and the habit of Observation, a symmetrical form of Education, was fully discussed by some of the Witnesses which appeared before the Select Committee of the House of Assembly at Quebec on the University Question. Mr. Adams also deals with that subject in Chapter IX of this Volume.

be licensed to practice who had never felt a pulse, mixed a prescription, or assisted at the amputation of a limb. And is it not a still more alarming consideration that young men should be appointed to the cure of souls who have had no practical training whatever in the art?

12. It may be objected that this kind of professional training is not practicable in the Clerical, as it is in the Medical, profession. I can indeed conceive circumstances in which there might be difficulty, but I am confident that no insuperable difficulty will be met in carrying out the plan in connection with this Hall. It may also be objected that, were Students to engage too early in pastoral exercises, their Studies would be interfered with; but no such difficulties should arise if these exercises form part of their regular training. The very object of the Professor's superintendence is to regulate and duly proportion the science and the practice, just as in medical education the training consists in properly regulating the practice of the hospital and the duties of the class-room. The combination of the art with the science, as in the Medical profession, will tend to fix the principles of the latter more firmly in the mind.

13. The grand distinctive feature of the education of Scotland, and that on which its success has mainly depended, is the close connection between the Church and the School, and I rejoice that this principle forms the essential element of the constitution of this College.* It is intimately and vitally connected with the Church of Scotland. The Church offers the fullest security for the religious character of the University as a whole, while anything like sectarianism is avoided. The classes are open to the youth of all Denominations, and the governing body have availed themselves of the services of Professors belonging to different Religious Bodies. This happy solution of the Educational problem is effected simply by placing the Religious guarantee in the electing and governing body, which, by the Royal Charter, must be an integral part of the Church itself. The Christian character of the Institution is thus maintained, while Professors and Students are drawn from the various Denominations. . . .

14. I have said that, at the first institution of this University, only the Faculties of Art and Theology were contemplated, but it soon became obvious that a Medical Faculty was absolutely necessary, and its progress has been so rapid that it much outnumbers the other Faculties, and has attained a leading position in this Country. The Faculty of Law is now only necessary to complete the organization of the University, and this cannot long be delayed. Though my special duties as Professor are only in connection with the Theological Faculty, still those of you who are engaged in Medical Studies have an equal claim on my services, as Principal. I cannot presume to offer you professional counsel. I can only claim a warm sympathy with your pursuits in the various branches of Science to which your attention will be directed. There is a propriety in your being associated with those whose mission is the cure of souls. Our Blessed Lord embodied in His public Ministry both vocations. He came to seek and to save lost souls, but He thought it not unworthy of His great Mission to heal the sick and minister to the bodily wants of men. It is fortunate that from the earliest history of Collegiate Education a right conception was formed of the dignity of the healing art, and that it was deemed requisite that the Physician should possess not merely professional skill, but also the refinements and acquirements of the Gentleman and the Scholar. As a class, Medical men have ever been distinguished by their heroic, self-sacrifice and generous sympathy for the poor, while, by their intelligence and worth, they have done much to adorn and elevate the society among which they have mingled, and, in a new Country, such elevating influence is as much to be valued as strict professional accomplishments. I trust it will ever be your generous ambition to maintain the honour and dignity of your Order, and that you will feel that, as Christian Physicians, you can most effectually co-operate with your Clerical brethren in promoting the highest well-being of the people and hastening the establishment of the Redeemer's Kingdom. I cannot but congratulate you on the great privileges you enjoy of studying under Professors who, by their eminence in their respective departments, have raised this Medical School to its present flourishing condition.

It has been my lot to come amongst you at a time when a tide of enthusiastic loyalty has swept over the Country, and awakened all the dormant feeling of affection to the Mother Country, and of respect for British Sway. If any proof was needed this loyal demonstration gives the strongest assurance that, in casting in my lot with yours I am co-operating with a people who have like national sympathies, and that I need not in any measure abate those feelings of affection to Queen and Country, which I

*This characteristic feature of the Scottish Educational System, as here described by Doctor Leitch, was questioned by Professor Wilson, in his Statement before the Select Committee of the House of Assembly at Quebec. See pages 218, 219 of the Fourteenth Volume of this History.

should wish to cherish as my most precious heritage. I conclude with the expression of the trust that the blessing of the Most High will rest on the efforts of Professors and Students, and that the work of the Session now begun will redound to His Glory.

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY COLLEGE UNIVERSITY, TORONTO, 1860.

Proceedings of Trinity College Council, 1860.

January 3rd, 1860. *Resolved,* That Mr. Carruthers' Scholarship be raised from £20 to £25, and that Mr. Briggs' Cameron Scholarship be raised to £30.

Resolved, That the Bursar be desired to make out a Statement of all Financial Investments for special purposes.

Resolved, That, when any invested monies fall in, the fact should be reported to the Finance Committee by the Bursar, with a view to its re-investment.

Resolved, That the Right Reverend the Bishop, the Reverend H. J. Grasett and the Honorable G. W. Allan be a Committee on Discipline for the present year.

Resolved, That the Chancellor, Mr. Lewis Moffatt, Mr. G. W. Allan and the Provost be a Committee on the Statutes of the University.

Resolved, That a new Clock be procured for the College.

Resolved, That the Bursar be authorized to affix the Seal of the Corporation to the Reverend Professor Hatch's Commission.

January 24th, 1860. The Bursar laid before the Council a Statement of the Investments for special purposes.

A Letter was read from Professor Kendall, resigning his Professorship; when it was,—

Resolved, That the Letter of Mr. Kendall be answered by assuring him that the Corporation regrets that circumstances should have occurred which seems to him to make it expedient that his engagement with the College should terminate on the 1st of October next; and that the College Council has pleasure in acknowledging their entire satisfaction with the manner in which his duties have been performed, and will furnish him with a declaration to that effect, sincerely hoping that it may be useful in promoting his views in England.

Resolved, That the Corporation of Trinity College respectfully invite the Right Reverend the Bishop of Huron to exercise, as soon as may be convenient, the right given him by a Statute, passed in February, 1859, of nominating five Members to the College Council from the Diocese of Huron.

Resolved, That the Provost be authorized to address to Mr. Irving the draft of a Letter read to the Corporation, offering him the position of Vice Provost; and also to request Mr. Dalton, in conjunction with Mr. Irving, to take steps, in the event of Mr. Irving's refusal to accept that position, to provide a Professor of Mathematics, under the usual Regulations.

Resolved, That in filling up the vacancy caused by the resignation of Mr. Kendall the Council, without reference to the former Minute of the Council, would make an offer to Mr. Irving to come out from England as Vice Provost, at an immediate salary of £300 a year, and Residence, to be increased to £400, at the end of three years. The sum of £100 to be also allowed to Mr. Irving for his expenses of removal to Canada, should he accept the offer.

Resolved, That the several overdue Securities received from the estate of the late Doctor Burnside be put in course of collection.

Resolved, That £15 be placed at the disposal of Professor Hind for the purchase of Apparatus to be used in his Lectures.

February 7th, 1860. Professor Kendall's Testimonal from the Council was read and approved, and it was,—

Ordered, That the Corporate Seal be attached to it, and that the Right Reverend the Bishop be requested to sign the same.

The Report of the Committee on College Studies was adopted, subject to the approbation of the Bishop of Huron as follows:—That, in consideration of the small opportunity the Inhabitants of the Province have hitherto possessed of availing themselves of a University Education, Candidates be admitted to the Degrees in Arts by Examination without residence, or attendance at Lectures for the space of five years, beginning from October next, under the following Regulations.

1. All Candidates shall be Members of the Church of England and Ireland.

2. They shall produce Testimonials both of good conduct and of attainment, signed by at least one Parochial Clergyman, and by two Laymen of known respectability.

3. They shall also satisfy the Corporation that professional duties preclude the possibility of their passing through a regular College Course.

4. No Candidate shall be less than twenty-five years of age.

6. These Regulations shall, in no way, effect the Regulations already made respecting Divinity Students.

7. Candidates shall pass the several University Examinations, that is to say, the Examination for the Matriculation, the Previous Examination, and the Examination for B.A. at the usual intervals.

Resolved. That the sum of $50 be placed at the disposal of the Professor of Classics for the purchase of Books for the Library.

Resolved. That a Committee be appointed, consisting of the Honourable G. W. Allan, the Provost, Professors Bovell, and Hind, to consider what improvements may be made in the internal arrangements of the College, with reference to the drainage of the Premises. The state of the Basement Rooms require it, and the roof, which is leaking much, thereby injuring the Walls of the Building.

Resolved. That notice be now given of a Resolution to be proposed to the following effect. That the Honourable Sir A. N. Macnab, The Honourable P. M. Van-Koughnet, and Mr. John Arnold, Members of the Council from the Diocese of Toronto, being prevented by circumstances from attending the Meetings of the Corporation, be henceforth designated Honorary Members of the College Council, having no vote in the Corporation, and that the Right Reverend the Bishop of Toronto be requested to nominate three Members of Council in their room.

April 3rd, 1860. Resolved, That the report of the Committee on College Studies, having received the approval of the Right Reverend the Bishop Huron, that Report be finally adopted, with the amendments suggested by him.

In pursuance of a Notice of Motion given at the last Meeting it was,—

Resolved, That the following Members of the College Council, videlicet, the Honourable Sir A. N. Macnab, the Honourable P. M. Vankoughnet, and Mr. John Arnold, being prevented by circumstances from attending the Meetings of the Corporation, be declared Honorary Members of Council, without votes; and that the Right Reverend the Bishop of Toronto be requested to nominate three Members of Council from the Diocese of Toronto in their room.

The Right Reverend the Bishop then named as Members of Council from the Diocese of Toronto, the Reverend T. B. Fuller, the Reverend William McMurray and the Reverend Saltern Givins, and, in conforming with the Statute, adopted on the 24th February, 1859, the Bishop then named as Members from the Eastern Diocese, videlicet, the Reverend Henry Patton, the Reverend John Travers Lewis, Mr. Justus Merwin and Mr. Richard Cartwright.

Resolved, That the Corporate Seal be attached to a discharge of Mr. Henry Gould's Mortgage.

June 5th, 1860. Ordered, That the Seal of the Corporation be attached to the reassignment to Mr. R. B. Denison of Mr. A. Proudfoot's Mortgage, and that the Bond of Mr. Denison, conditional to pay £500, in default of paying £30 per annual, half yearly, for the Denison Exhibition, be accepted in lieu of said Mortgage.

Ordered, That the Seal of the Corporation be attached to the transfer of the Provincial Insurance Company Stock to said Company, it having been found that Mr. E. G. O'Brien could not complete the County of Simcoe Scholarship, for which purpose it was held by the College.

That £100 sterling be sent to the Reverend G. C. Irving for his outfit, before August next.

That the thanks of the Council be sent to the Reverend T. D. Phillips, and to Mr. B. Botfield for Books donated to the Library.

That Mr. G. A. Stewart be instructed to go on with his inspection of the College Lands, as at first arranged.

June 29th, 1860. Resolved, That the Provost, Mr. G. W. Allan, and the Reverend Saltern Givins be a Committee to confer with the Committee of the Church Society on the Exhibitions of the Trinity Divinity Students.

Resolved, That Mr. G. W. Allan, Mr. S. B. Harman and Mr. Lewis Moffatt and the Provost be a Committee to provide accommodation for the Professors; and that the Committee be authorized to ascertain in what way the requisite funds for building can be obtained, and to proceed at once with the erection of the necessary Buildings.

Resolved, With respect to the Letter read from Mr. Salter Vankoughnet, in regard to the Mortgage of the Honourable P. M. Vankoughnet, that the Bursar be instructed to answer the Letter to the effect that the Corporation decline the proposal to take Land, instead of the Mortgage, but that if the interest, on the Mortgage was paid punctually, the principal might stand for the present.

Notice of Motion for the next Meeting was given by the Provost to the effect, That the College Statute, Chapter II, Section 7, be altered, as follows:—"No such appointment shall be made, except one-half of the Corporation, at least, be present, and no removal, from office be made, except two-thirds at least of the Council be present, and that majority of those present concur in such appointment, or removal."

(Special Note.—At this and other Meetings of the Council of Trinity College University a series of Papers were laid before it by a Committee, and by the Bishop of Toronto, in regard to a charge made by the Right Reverend Isaac Helmuth, D.D., Bishop of Huron, in regard to the alleged unsoundness, from a Church of England theological point of view, of the Teaching of the Reverend George Whittaker, M.A., Provost of Trinity College.

As these papers deal with purely local and personal Church of England matters, they are not inserted in this Historical Record. The Papers can, however, be seen in pamphlet form, and in the *Canadian Ecclesiastical Gazette*. (*Editor.*)

Resolved, That the Paper prepared [and laid before this Meeting] respecting the Bishop of Huron's case be referred to a Committee, consisting of the Provost, Mr. J. H. Cameron, and Mr. G. W. Allan, with a view to its publication, after it has been submitted to the Bishop of Toronto and to the Chancellor of the University for their approval.

September 27th, 1860. Resolved, That the Address to His Royal Highness, the Prince of Wales, prepared by this Council on behalf of Trinity College, and the answer thereto, be inserted on the Council Minutes.

(Note. This Address, with others to the Prince of Wales, will be inserted in a Separate Chapter of this Documentary History.)

Resolved, That the Seal of the Corporation be attached to the discharge of Mr. Z. Burnham's Mortgage.

Resolved, That the following matters, referred to in the Letter read from the Reverend G. C. rving, Vice Provost, be adopted, videllcet: That the Vice Provost's salary, at £300 sterling per annum, should be payable from the 1st July last.

That the House for the Vice Provost should be put into thorough repair, and that necessary fixtures, should be provided, or, if it should be the House at present occupied by the Provost, the Chimney and Drawing-room should be rebuilt.

Resolved, That the Provost, Mr. G. W. Allan, and Mr. S. B. Harman be a Committee to report on the allowance to be made to Mr. Irving, in lieu of furnishing lodgings until the House is ready for him, and to carry out the other points to which his Letter refers.

November 6th, 1860. The Address from the Reverend J. VanLinge of Mono, was read and ordered to be acknowledged, with the thanks of the Corporation, and that also the thanks of the Corporation be sent to Mrs. Leech of Carleton Place, for donation of a Book and Spar.

Resolved, That Mr. Jessop be allowed to hold his Scholarship, although he had not kept three Terms, when the Examination took place.

Ordered, That the Church Society Scholars for 1860 be:—Mr. G. Nesbitt, one year £30. Mr. Carruthers, one year £25. Mr. Reynolds, Two years £22.10s. Mr. McCleary, Two years £22 10s. That Michaelmas Term, 1860, be allowed to Mr. C. Bethune, who was absent, as stated in his Medical Certificate.

That the Reverend Mr. Grant, in consideration of his having matriculated in the University of London some four years since, be allowed to present himself at the Previous Examination in March, 1861, and at the examination for B. A. in the October following.

That Mr. G. W. Allan, The Provost, and the Vice Provost be a Committee to arrange for he publication of the Documents connected with the Bishop of Huron controversy.

That the proposal of the Honourable P. M. Vankoughnet to release his Equity of Redemption to 700 acres of the Lands in Essa, named in his Mortgage be accepted. and that he assigns to the College the two Mortgages he holds for the 200 acres which he had sold. The Bursar was instructed to pay the arrears of Taxes on these Lands, and the Chancery costs incurred.

The Bursar was instructed to pay Mr. Charles Potter's Bills for Instruments, on the order of Doctor Bovell. Also the Accounts connected with the illuminations in honour of the Prince of Wales.

That all Accounts for matters connected with Lectures must, in future, be signed by the Provost before payment.

December 4th, 1860. A Letter was read from Messieurs Whitaker, Whitaker, and Woolbert of Lincoln's Inn Fields, London, with respect to the loan of £1,000 sterling, for the purpose of Building a House for the Provost, when it was,—

Resolved, That the Corporate Seal be attached to two Debentures of £500 sterling each, one payable to Miss Charlotte Louise May of Blackhealth, Kent, England, at seven years from the 23rd of October last, with interest at 6½% sterling, amount payable half yearly, at the Messieurs Whittakers' Office in London; the other payable in the same way to Miss Susanna Louia May. And that, as collateral security for the same, Mr. Allan do select from the Securities belonging to the College, such as shall be sufficient, and deposit the same in the Provost's hands, with power to the College of changing the same for other Securities from time to time.

With respect to Doctor Bovell, the following Resolution was adopted and the Bursar was instructed to send a copy of it to him. "That, having taken into consideration certain matters leading to the resignation of Professor Bovell, and which appears to have grown out of misunderstanding, which personal communications might have satisfactorily explained, it is the opinion of the Board, that the subject be dismissed, and that Doctor Bovell be requested to resume the duties of his Office."

IV. THE (FREE) PRESBYTERIAN CHURCH OF CANADA, REPRESENTING KNOX COLLEGE, 1860.

PROCEEDINGS OF THE SYNOD OF THE (FREE) PRESBYTERIAN CHURCH OF CANADA, 1860.

The Synod called for the Report of the Knox College Board. The same was given in by the Reverend William Gregg, Chairman. A Report from the Senate of Knox College was also read. On motion made and seconded, it was agreed:—

That the Synod receive and adopt the Report, and, in accordance with the recommendation of the Board appoint the first Sabbath of October as a day of special Prayer in all the Congregations of the Church, on behalf of the College.

The Synod re-appointed the College Board as follows, viz.:—The Reverened Principal Willis, The Reverends R. Irvine, D.D., J. Gillespie, D. McRuar, David Inglis, R. F. Burns, A. C. Geikie, A. Topp, W. Reid, W. Gregg, R. Ure, J. McTavish, J. M. Roger, J. W. Smith, John Smith, A. Wilson, W. McLaren, J. K. Smith, T. Wardrope, J. B. Duncan, D. Wardrope, W. B. Clark, A. F. Kemp, D. Gordon, T. McPherson, J. Scott, J. Ross, Ministers; and Messieurs G. Davidson, A. McAlister, J. L. Blackie, Sheriff Sherwood, J. Court, W. Clark and Andrew Smith, Elders. The Reverend Mr. Topp, Chairman.

The Synod appointed the following Members, to form, with the Professors, the College Senate:—The Reverend Messieurs A. Topp, M. Y. Stark, W. Reid, W. Gregg, R. Ure, and Messieurs J. McMurrich, and W. Hunter.

The Synod agreed upon certain subjects for Examination of Students by the Presbyteries.

The Synod called for the Report of the Committee appointed to consider the subject of the Examination of Students. The Report was given in by the Reverend John Laing.

On motion, made and seconded, it was agreed to send down the Report for the consideration of the Presbyteries, with instructions to report their views to the Committee, before the next Meeting of Synod. The Committee was re-appointed.

Report of the Committee. Your Committee, after fully considering the subject entrusted to them, desire to recommend that a Central Board should be established, connected with Knox College, to be called "The Board for the Examination of Students," and, without entering into minute details, they would submit the following general suggestions:—

1 That the Board shall consist of the College Senate, with one Member appointed by each Presbytery,—the Board having full power to admit, or reject, Students.

2. That, when a Student presents himself for examination, he shall bring a Certificate from his Presbytery, showing that he has been examined and approved by them.

3. That Students shall be examined by the Board, at the beginning of each Session; and that Presbyteries be recommended to examine Students, at the beginning and end of each Session.

4. That all Students of Knox College shall be thus examined by the Board.

5. That, while attendance during all the Sessions of the Theological Course shall be, (except in special cases decided by the Synod), obligatory, any Person passing a satisfactory Examination on the non-Theological Course of Study, shall be permitted to enter the Theological Classes.

The Committee would further recommend that this Draft be sent down to Presbyteries for consideration, and that Presbyteries be instructed to send in their Returns to a Committee, to be appointed by this Synod, which shall report to the next Synod the opinions of Presbyteries thus obtained.

University of Toronto. The Synod took up an Overture from the Presbytery of Cobourg, on the subject of University College, and the proposal for a division of the Funds of the University of Toronto and University College. The Reverend John Laing was heard in support of the Overture.

The Synod, on a division, agreed to petition the Legislature against the proposed division of the University Funds. The Reverend Doctor Willis dissented.

It was further agreed that a Committee be appointed to watch over the interests of the Educational Institutions of the Province, especially those brought under the notice of the Synod.

It was further agreed that the Synod recommend to Presbyteries to take into consideration the proposed changes in connection with the Institution of Learning, with the view of petitioning the Legislature if they deem such action necessary.

V. THE METHODIST EPISCOPAL CHURCH, REPRESENTING THE BELLEVILLE SEMINARY, 1860.

List of Subscribers to the Institution, 1860.—Letter to the Reverend Egerton Ryerson, with List.

I send you a list containing the names of persons who had responded to your proposition, made at our Tea Meeting, namely, to be one of twenty to raise $1,000 to wipe off the debt of the Institution.

Reverend Egerton Ryerson, Toronto, Fifty Dollars.

Mr. D. D. Bogart, Mrs. D. D. Bogart, Mr. E. Henderson, Reverend George Jones, Professor A. Carman, Professor H. P. Shepard, Professor H. S. Farbell, Mr. I. H. Meachan, Mr. Robert Bird, Mr. John Bell, Mr. H. S. Yeomans, all of Belleville, Fifty dollars each.

The Reverend James Richardson, Toronto, Two hundred dollars.

Mr. David Blair, Mr. James E. Kemp, Mr. H. Plumpton, Mr. Ezra Cryderman, Mr. A. Diamond, all of Percy, Fifty dollars each.

Mr. David Roblin, Sidney, Fifty dollars.

Mr. George B. Sills, Frederickburg, Fifty dollars.

The Reverend J. Ferguson, Seymour, Fifty dollars. Total, $1,200.00.

Here are twenty-one names, and $1,200 in good subscription, all obtained through your proposition. Please accept my sincere thanks, for myself and in behalf of the Institution. Your address on the University Question was cordially received, and has served to remove misconceptions from the minds of many, and to place the subject in a new and more favourable light before the community. I have no doubt much good will result from your visit to the Seminary.

Belleville, May 5th, 1860. Gideon Shepard

CHAPTER V.

DRAFT OF UNIVERSITY BILL PREPARED BY DOCTOR RYERSON IN 1860.

In his Letter addressed to the Honourable Attorney General Macdonald in April, 1860, (page 21 of this Volume), he intimated the desirability of an effort being made by the Government to settle the University Question, which had just then been so fully considered and discussed before the Select Committee of the House of Assembly. It was understood that Doctor Ryerson would prepare the Draft of such a Measure, that, if approved by the Government, might be submitted to the House of Assembly by the Attorney General. Doctor Ryerson, therefore, prepared the following Draft of Bill, somewhat on the lines of the University Bill, which he had drafted and sent to the Honourable Francis Hincks in 1852. (See pages 154-156 of the Tenth Volume of this Documentary History.) The Government did not think it desirable to act on the Bill, but decided to appoint a University Commission of inquiry on the subject.

In his Letter to the Honourable Mr. Hincks, enclosing to him a copy of this University Bill of 1852, Doctor Ryerson referred, at some length, to the then prevalent feeling of dissatisfaction which existed in the Country against the Management of the University Funds by the Senate of the Toronto University, and which, a few years later, (in 1860-1862,) culminated in the prolonged contest at Quebec on the University Question, as recorded at length in the pages of this Documentary History.

It having been understood that Doctor Ryerson would propose a Scheme of University Reform, somewhat in the form of the Hincks' University Bill of 1852, the Reverend S. S. Nelles urged him to do so, and, in a Letter written to him, he thus analyzed the purposes and scope of that Bill, as follows:

I notice, on a careful examination of your Letter to Mr. Hincks, that your idea of a Provincial University is something different from that of a mere Senate over affiliated Colleges; you would propose rather to have a higher and wider range of Lectures after the College Curriculum had been completed; and you would still leave the Colleges to graduate their own Students.

As nearly as I can judge from reading, and from conversation with those who have been in Europe, this would give us the true University, and would meet our peculiar difficulties and wants even better than the plan of affiliation. You will have noticed that recent efforts have been made in the United States to establish something like a University of this proper kind; but hitherto without success. I am convinced that your own view might, with the added experience gained since 1852, be easily worked out in the form of a Bill into a highly matured and truly practical Collegiate and University System. A few thousand pounds would sustain the University Lectures, and Toronto would then become the resort of all among us, who might desire the highest and best completion of their literary attainments. Even the Academies and such Schools as the Belleville Seminary would be able to prepare their Students, so that they could profitably attend a few courses of Lectures in the University .

There is no comparison whatever between this System, sketched by you, and that which the present University men are thinking of. It is not easy to get such a subject into the popular understanding, but, if you were once to open up your views at large, I think the public would see that your plan is adapted to the circumstances of the present case. Of course you might modify some points, but substantially your

principles would apply now even better than in 1852. It would not only provide a System to harmonize existing antagonisms, but provide a System that would expand of itself to the future growth and changes of the Country in all time to come. And I will only add that if a true University were thus established, we of the Denominational Colleges would readily accord to it the position and claims of a superior, which we are not willing to accord to a mere University College. Pardon me for this long letter, but I am anxious lest you should not sufficiently realise the noble germ which lies wrapped up in your own plan.

S. S. NELLES.

TORONTO, 1860.

As a result of further conversation with Members of the Wesleyan Conference Special Committee on the University Question, Doctor Ryerson prepared the following—

DRAFT OF A UNIVERSITY BILL, 1860.

WHEREAS it is the duty of this Legislature, for the advancement of sound learning, in connection with Religion and morality, to hold forth to all classes of the people in Upper Canada, without any distinction whatsoever, every possible facility and encouragement for pursuing a regular and liberal course of Education, and Whereas the most effectual means should be employed to guard and strengthen the Religious and moral principles and habits of youth, while separated from the care and instruction of their own Parents and Pastors, in the prosecution of a liberal education; and, Whereas it is most important to maintain a high National standard of liberal education, and, at the same time, to facilitate its widest diffusion, by developing and rewarding voluntary effort and encouraging the fullest exercise of the right and liberty of teaching on the part of Religious Persuasions, Corporations and individuals: Be it, therefore, enacted as follows:—

I. The Institution heretofore called the "University of Toronto" shall be a Body Politic and Corporate, by the name of "The University of Upper Canada,"—the government of which shall be vested in a Senate, and the objects of which shall be, First, to ascertain, by means of Examination, those who have acquired proficiency in Literature, Science, and Art; Secondly, to prescribe the conditions on which Academical Degrees and Honours shall be conferred.

II. The Senate shall consist of the Head of each of the Colleges in Upper Canada, now authorized to confer Degrees, and one Person elected by the Board, or Council, or other Governing Body of each of such Colleges for each Faculty of Arts, Law, or Medicine, in each of said Colleges; and one Person elected by each School of Law, or Medicine, or other College, or School, which is, or shall be connected with said University; two Benchers elected by the Law Society of Upper Canada, to hold office for two years, but be eligible for re-election; the Chief Superintendent of Education for Upper Canada, and twelve Persons to be appointed by the Governor-in-Council, and selected alternately from each of the twenty-four Legislative Council Electoral Divisions of Upper Canada. Each person so elected, or appointed, to the Senate to hold office for two years, but he shall be eligible for re-election, or re-appointment. Vacancies in the Senate shall be filled up in the same way that the first Members are appointed, or elected; but any Person appointed, or elected, to fill a vacancy arising from death, resignation, removal from the Country, or otherwise, shall hold office only so long as the Person, in whose place he is appointed, or elected, would have held office, but he shall be eligible for re-appointment, or re-election.

III. There shall be a Chancellor and Vice Chancellor of the University. The Chancellor shall be appointed by the Governor-in-Council from the Members of the Senate, and shall hold office for two years, but shall be eligible for re-appointment. The Vice Chancellor shall be elected by the Senate from its Members, and shall hold office for two years, but shall be eligible for re-election.

IV. The Chancellor shall preside, (when present,) over all the Meetings of the Senate, and shall sign and authenticate all its Official Acts. The Vice Chancellor shall exercise all the functions of the Chancellor in the absence of the Chancellor.

V. The Senate shall appoint the time and place of its Meetings, and determine its modes of proceeding; but the Chancellor, or Vice Chancellor, can call a Meeting at any time; but no Meeting, (except an adjourned Meeting,) shall be deemed lawful, unless due notice shall have been given to all of the Members; nor shall the proceedings of any Meeting be deemed lawful at which less than six Members are present. But any number of Members present at a lawfully called Meeting of the Senate shall be competent to adjourn the Meeting; and any Meeting, in the absence of the Chancellor and Vice Chancellor, shall be competent to elect a Chairman to preside over its Proceedings.

VI. The Senate shall decide all questions brought before it by the votes of a majority of the Members present.

VII. In addition to the powers and duties of the Senate, as provided in the foregoing Sections of this Act, the Senate shall have authority, and it shall be its duty, by Statute,—

(1) To appoint a Registrar and other Officers, and Servants, as it may require, and determine their duties and compensation, as also the salary of the Vice Chancellor.

(2) To prepare and prescribe, from time to time, (under the restrictions and conditions hereinafter specified,) the Course of Studies, and of Lectures, fit and proper to be pursued, and attended, by Students in the several University Colleges and Schools, so as to qualify them for University Degrees in the several Faculties of Arts, Medicine, and Law, and for Certificates of proficiency. But the Course of Studies and of Lectures in the Faculty of Law shall be prescribed by, or subject to the approval of, the Benchers of the Law Society.

(3) To cause to be held once in every year an Examination of Candidates for Matriculation, and an Examination for Degrees.

(4) To appoint the Examiners in the several Faculties of Art, Medicine, and Law, and prescribe their duties and compensation: Provided, that the Law Society of Upper Canada shall have authority, at its discretion, to appoint the Examiners of Candidates for Matriculation and Degrees in Law; and the Degree of LL.B., conferred by the University, shall entitle its Possessor, (being an articled Law Student of one year's standing,) to present himself before the Law Society for final Examination for the Degree of Barrister-at-Law; and any other Degree conferred by the University shall entitle its Possessor, upon application to the Law Society, to be admitted to the standing of a Student of the Laws of the first year, without passing the ordinary preliminary Examination.

(5) At the close of each Examination, (after having received and considered the Report of the Examiners,) to declare publicly, in Convocation, or otherwise, the name of every Candidate whom the Senate shall have deemed entitled to a Degree, or to a Certificate of Proficiency, and the Department of knowledge in which such Proficiency shall have been evinced.

(6) To confer Degrees in all the Arts and Faculties, (that of Divinity excepted,) and to exercise all other University powers and privileges as fully and effectually as are exercised, or possessed, by the Universities of Great Britian and Ireland, or any of them, as also those conferred by this Act.

VIII. The Statutes and Regulations adopted by the Senate, from time to time, as authorized by this Act, when signed by the Chancellor, Vice Chancellor, or other presiding Officer, shall be binding upon all persons, Members thereof, and all Candidates for Degrees; provided that such Statutes and Regulations shall have been submitted

to the Governor General-in-Council, through the Secretary of the Province, and shall have been approved, or shall not have been disapproved by him, within one month after the passing thereof.

IX. All Persons, who shall obtain Degrees in any of the several Faculties of Arts, Medicine and Law, in the University of Upper Canada, as provided by this Act, shall be possessed of such rights, privileges and immunities, as belong to similar Degrees which have been conferred, or may be conferred, by any University, or College, in the British Empire.

X. All Persons shall be admitted Candidates for the respective Degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Doctor of Laws, Bachelor of Medicine and Doctor of Medicine, to be conferred by the University of Upper Canada, on presenting a Certificate from the Head of any one of the Institutions hereinafter mentioned, that such Candidate has completed the Course of Instruction which the Senate of the said University shall have prescribed.

XI. The Certificate mentioned in the preceding Section of this Act may be granted by each of the Colleges connected with the University of Toronto by the Act, 22nd Victoria, Chapter 62, and by any of the Institutions which have become connected with said University of Upper Canada under the authority of said Act.

XII. The Governor-in-Council shall have authority to admit Seminaries of Learning, and Schools of Law and Medicine as Colleges in the University of Upper Canada upon the following conditions:—

(1) Any Seminary of Learning in Upper Canada shall be eligible, on application of its Corporation, to be admitted as a College of the University, for which a suitable Building, has been erected, or procured, and in which not less than four Professors in the Faculty of Arts are employed, and who are devoted to teaching Students matriculated into the University.

(2) Any School of Law, or Medicine, shall be eligible, in like manner, to be admitted as a Law, or Medical, College of the University, for the Lectures of which suitable accommodation have been provided, and in which not less than four Professors, or Lecturers, are employed to give instructions. The Faculty of Law, or Medicine, established by any College connected with the University, and including not less than four Professors, or Lecturers, shall be entitled to the same privileges and advantages as a School of Law, or Medicine, admitted as a College of the University. But none shall be regarded as Students of Law, or Medicine, in any Law, or Medical Faculty, or School, connected with the University, who have not passed the Examination required for the Matriculation of Students in the Faculty of Arts.

XIII. The Governor shall be *ex-officio* Visitor of each of the Colleges which are, or shall be, connected with the University.

XIV. The Income Fund of the University of Toronto and the Legislative Grants heretofore made, and which may be hereafter made to Colleges in Upper Canada, shall constitute one Fund, to be called "The University Fund of Upper Canada," and shall be distributed by direction of the Governor-in-Council as follows:

(1) The necessary expenses of the Bursar's Office, and of the Senate of the University.

(2) The appropriation annually to the University College at Toronto shall not be less than $28,000 [or $30,000], and to each of the other Colleges in Upper Canada a sum not less than that which they now receive respectively. Provided, that each of the Colleges now possessing University powers, on their becoming connected with the University of Upper Canada, according to the provisions of this Act, shall be placed upon equal footing in respect of sharing in the University Fund, according to the number of Matriculated Students in Arts in each.

(3) The annual distribution of the balance of the Fund among the several Colleges which are, or may be, connected with the University of Upper Canada, accord-

ing to the provisions of this Act, shall be in proportion to the number of Matriculated Students in Arts receiving instruction in each, under the following restrictions and conditions:

(a) University College at Toronto shall not receive more than the sum specified in the preceding Section of this Act, and no other College connected with the University in Upper Canada shall receive more than one half of that sum. (b) The Schools, or Faculties, of Law, or Medicine, shall not receive more than $1,000 each per annum from the Fund. (c) No College, or School, participating in the Fund shall apply any portion of it towards the support of a Theological Faculty, or Theological Professor. (d) Nor shall any College be entitled to share in such distribution of the University Fund which, during its connection with the University of Upper Canada, confers Degrees in any Faculty, except that of Theology. (e) Nor shall any College be entitled to share in such distribution which shall not annually report to the Governor, at such time, and in such manner, and be subject to such inspection, from time to time, as the Governor-in-Council may direct.

XV. It may and shall be lawful for the Council of University College at Toronto to establish Faculties of Law and Medicine in that College; but the sum expended from the University Fund towards the support of either Faculty shall be paid upon the same conditions and under the same restrictions as the sum, or sums, paid to the other Schools, or Faculties, of Law and Medicine, recognized, or established under the provisions of this Act, in connection with the University of Upper Canada.

XVI. The Students which shall have matriculated before the first day of January, 1862, in any of the University Colleges in Upper Canada, which shall become, by their own act, connected, during the next twelve months, with the University, shall be regarded as Matriculated Students of the University of Upper Canada; and the Degrees conferred by any of said University Colleges, in the several Faculties, except that of Theology, as also the Degrees conferred by the University of Toronto, shall be regarded as Degrees conferred by the University of Upper Canada, and entitle the recipients of them to the same rights and privileges.

XVII. There shall be a Convocation of the University of Upper Canada, of which all who have, or shall have taken either of the, Degrees of Master of Arts, Doctor in Medicine, or Doctor of Laws in the said University, or Colleges, in Upper Canada, as hereinbefore provided by this Act, shall be Members. It shall be lawful for the Convocation to meet once a year, at such time and place as may be appointed by the Senate; and when met, the Convocation shall have power to elect a Chairman and Secretary, and determine the mode of its proceedings; to discuss and declare its opinion on any matter relating to University Education, but such opinion shall not have any legal effect upon the affairs of the University until concurred in by the Senate, and approved by the Governor-in-Council.

XVIII. It shall and may be lawful for the said Convocation, as soon as its Members shall have attained to the number of Two hundred, to elect, by a majority of votes polled, a Representative to the Legislative Assembly of Canada, at such time and place as may be directed by the Governor-in-Council, or Speaker of the Legislative Assembly, and under the same provisions of law, as far as they apply, or relate to the appointment and conduct of Parliamentary elections in any City, or Riding, in Upper Canada.

XIX. The appropriations which have been made by the Senate of the University of Toronto for the establishment of Scholarships, Prizes and Medals, shall cease after the first day of January, 1862; but it may and shall be lawful for the Governor-in-Council to appropriate, out of the Income Fund of the University, a sum not exceeding $4,000 per annum as rewards and encouragements to Students, who shall distinguish themselves in the several Colleges in connection with the University, to be dis-

tributed annually to the several Colleges of the University, according to the number of attendant matriculated Students in Arts in each, and to be applied, under the direction of the authorities of each of said Colleges respectively.

XX. For the convenient and proper oversight and management of the affairs of the Royal Grammar School at Toronto, commonly called Upper Canada College, it shall be lawful for the Governor-in-Council to appoint six persons as Trustees, to be a Corporation, and to be known as "The Trustees of the Royal Grammar School at Toronto," two of whom shall go out of office annually, but shall be eligible for re-appointment, and their places filled up by the Governor-in-Council. The Trustees thus appointed, (three of whom shall constitute a quorum for the transaction of business,) shall appoint the time and places of their Meeting, and determine all questions decided upon by them by the votes of a majority of the Trustees present, and shall have power to appoint to, and remove from, office all the Officers and Servants of the said School, and determine their Salaries, and shall manage all affairs of said School with the same powers and discretion as are possessed and exercised by the Trustees of County Grammar Schools in Upper Canada.

XXI. The Council of University College shall provide out of the appropriations made to said College, for the warming, repairs, and care of the new University and College Buildings erected out of the University Endowment, and of the Premises adjoining said Buildings; but the Library and Museum, and such parts of the Building as are designed and required for Meetings of Convocation, and the Offices of the Senate, shall be under the control of the Senate in such manner as it may direct.

XXII. It may and shall be lawful for the Governor-in-Council to allow the expenditure of a sum not exceeding $3,000 per annum out of the Income Fund of the University for the care and improvement of the Library and Museum, under such Regulations, and in such manner, as shall be adopted, from time to time, by the Senate, and approved by the Governor-in-Council.

XXIII. The Second to the Thirty-eighth Sections inclusive, from the Fifty-fifth to the Sixty-fourth Sections inclusive, and the Eighty-fourth Section of the Act, 22nd Victoria, Chapter, 62, are hereby repealed; but the other provisions of said Act, 22nd Victoria, Chapter 62, shall remain in force, as far as they are consistent with the provisions of this Act; and all the Statutes, Regulations and Appointments made under the authority of the said Act shall continue in force until the first day of January, One thousand eight hundred and sixty-two.

DOCTOR RYERSON'S MEMORANDUM ON HIS DRAFT OF THE UNIVERSITY BILL OF 1860.

I. *General Principles of the Bill.*

This Bill is founded upon the fundamental principle of the System of Public Instruction in Upper Canada,—the co-operation of the State with Local voluntary efforts. That Local voluntary effort may be a self-imposed Tax of a School Section, or a Municipality, or Subscriptions of individuals, or a Religious Community. Whether it be Denominational, or Non-denominational, or a local Tax, or Subscription, is merely accidental; the principle is State aid on the one side, upon the condition of voluntary effort on the other. The only exceptions in all the Educational Institutions in Upper Canada, to the operation of this principle, are Upper Canada College and University College, which have been established and sustained by the State alone, without voluntary effort from any section of the Community; and their history holds out a beacon of warning, rather than presents an example for imitation. The Normal School is a special, gratuitous, School for the training of Teachers, and not an ordinary Public School. The Model Grammar School is also a special School for special purposes, and cannot be justified on any other grounds. It is successfully accomplishing its offices as a Model School, but not yet its office as a Normal School for the training of Grammar School Masters.

2. This Draft of Bill respects alike the convictions and wishes of all classes in regard to a Collegiate Education,—of those who prefer a Non-denominational College, and of those who feel that the best interests of their Sons and of their Country depend upon the operations and influence of Denominational Colleges.

3. The Bill is based upon the exercise, and widest development of voluntary and Religious efforts,—the life of the progressive civilization of the age.

4. The Bill is constructed upon the true principle of a National University;—the authority one, the standard one, the work one; but the agencies, various and competitive, and, of course, free in their internal management, and modes of procedure. The several, or many, Colleges do much work, and collect and educate multitudes; the one University makes that work thorough, and keeps the standard of it high. How different such a System of National comprehensiveness, activity and combination, is to that of a dead one College system!

II. *The Provisions of the Bill.*

1. The Preamble, although epitomising the ground and objects of the Bill, is less explicit and full in Christian and Denominational recognition, than the London University, in the Preamble of whose Charter are the following words:

"Deeming it to be the duty of our Royal Office, for the advancement of Religion and Morality, and the Promotion of Useful Knowledge, to hold forth to all Classes and Denominations of our faithful Subjects, without any distinctions, whatever, an encouragement for pursuing a regular and liberal Course of Education; and considering that many persons do prosecute and complete their Studies both in the Metropolis and in other parts of the United Kingdom, to whom it is expedient that there should be offered such facilities, and on whom it is just there should be conferred such Distinctions and Rewards as may incline them to preserve in these their laudable pursuits.

The First Section. A national Institution should take its designation from the Country at large, and not from one City, or locality, of it. The local name of the present University has been much objected to.

The Second Section will invest the Senate with a truly National character, and will be most likely to excite and increase an interest in Universtiy Education in every part of the Country, when each part feels that it has a sort of representative proprietorship in it. If the number appointed by the Governor-in-Council seem too large, eight can be substituted for "Twelve", and "successively" for "alternately."

The Third, Fourth, Fifth and Sixth Sections require no remarks.

The Seventh Section, with Sixth sub-sections. The new and peculiar feature of this Section is, connecting the Law Studies and Examinations with the Law Society, while the Faculties of Law may be connected with the several Colleges. Perhaps the words "including Honorary Degrees and Degrees *ad eundum*," in the sixth sub-section are superfluous, although these are the words of the Charter of the London University.

The Eighth, Ninth, Tenth and Eleventh Sections require no remarks.

The Twelfth Section, with two sub-sections. These sub-sections state the conditions on which Institutions can become Colleges of the University. That which relates the Schools of Law and Medicine requires no remarks, except that the qualifications required for Matriculation will be salutory, especially in relation to the Medical Profession. In the admission of the Colleges embracing the Faculty of Arts, there is a two-fold security; the one, that the Institution must have been Incorporated, as the application must be from the Corporation; the other is, that there must be, at least, four Professors devoted to the instruction of Matriculated Students in Arts,—and none can be matriculated except on Examination, not by any one College, but by the Examiners of the University. As to four Professors as a minimum number in a College of the University, Doctor McCaul in a Pamphlet, entitled, "the University Question Considered," published in 1845, on the occasion of the Honourable Mr. Draper's University Bill of that year, (while arguing in favour of a number of Colleges,) remarks as follows:

"The Head, with four Professors, would be fully equal, for some years, to the discharge of the University duties. This is, indeed, a stronger staff than King's College at present possesses in those faculties" (of Art and Divinity)—"The Professors must, for some years, be content to discharge the duties of Tutors; and, under these circumstances, the smallness of their Classes is rather an advantage, inasmuch as it enables them fully to test the preparation, and ascertain the deficiencies, of each of the Students on every occasion of attendance." Pages 56, 61, 62.)*

The Thirteenth Section requires no remark.

The Fourteenth Section, with three Subsections, is the vital part of the Bill,—relating to the disposition of the University Fund. It is most important that all moneys set apart for Collegiate Education, whether it be Endowment, or Parliamentary Grants, should constitute one Fund, the integrity of which all parties will be equally interested in maintaining. If the Income of the Endowment should increase, sufficiently, the Parliamentary Grants can be discontinued. On the other hand, if additional provision should be necessary, all parties will alike be interested in support of it. At any time, on increasing the Parliamentary Appropriation for Educational purposes in Upper Canada, one-third could be applied to Common School Education, another third of Grammar School Education, and the remainder to Collegiate Education, and the support of all parties would be secured upon the ground of what each party would receive. But I think the Income of the University Endowment, (notwithstanding its great and cruel reduction,) if properly managed, and the Lands' Endowment duly disposed of, will soon be sufficient, in connexion with local and voluntary effort, for the purposes of Collegiate Education.

In the distribution, I think University College should not be allowed, at the very highest, more than Seven thousand and five hundred pounds, (£7,500). That is, indeed, a most liberal, if not extravagant appropriation. I know how expenses and allowances of every kind have been created and sanctioned, and how the Estimates will be swelled: I see by the printed Account for 1859 that the Printer's (Rowsell's) Account alone exceeded $3,500; that $200 were allowed to the President of University College, (as also the year before) "for City expenses;" other expenses have been multiplied in like manner.

The other Colleges should, of course, be secured in the sums they now receive; and the proviso in the Second Subsection is designed to place Trinity College on the same footing, (in proportion to the number of its Students,) with the other Colleges, on its becoming connected with the University.

I know not of a more equitable basis on which to distribute whatever balances there may be of the University Income Fund than that which is proposed, except that more than what is strictly just is allowed to University College.

As two of the Medical Faculties, or Schools, now receive £250 each per annum, I do not think that less can be given to other Medical Faculties, or Schools, or to the Law Faculties, or Schools.

The Fifteenth Section places University College upon the same footing with the other Colleges in regard to the Faculties of Law and Medicine.

The Sixteenth Section. The Matriculation of Students must be by the several University Colleges the present year, as it could not be by the University; but perhaps July, or October, of the current year might be substituted for January, 1862. The Degrees conferred by the several University Colleges according to Law; up to the period of their connection with the University must, of course, be recognized.

The Seventeenth Section provides for a Convocation, similar to that of the London University, as circumstances will permit.

The Eighteenth Section provides for the election of a Member of Parliament by the Members of Convocation,—a most important provision to enfranchise such a class of men with the right of being represented in the Legislative Assembly. A corres-

*This Pamphlet is referred to and quoted on pages 220-228 of the Fifth Volume of this Documentary History.

ponding Section can easily be prepared enfranchising the corresponding Graduates of Laval, McGill, and other University Colleges in Lower Canada. Perhaps the number of the Graduates described need not be specified as a condition of the right of representation.*

The Ninteenth Section. That system of Scholarships and Options in the University has been specially adopted, (if not framed with a view,) to swamp the other Colleges and build up University College; and I cannot conceive of a more pernicious system, in its influence upon sound learning and upon the future character and interests of the Scholars themselves. Indeed, of all the Scholars of University College in past years, I do not think of one, who has been distinguished in any profession, or pursuit; nor do I believe the considerable sums of money expended in Scholarships have contributed to the advancement of sound learning. I doubt the utility of expending much money under this head in Upper Canada. I think the sum should not exceed £1,000 per annum. In Ireland, the Queen's University confers no Scholarships; but some £1,500 per annum is allowed to each of the three Colleges of the University for that purpose. I see that the allowance of so large a sum, even in Ireland, is much questioned; but it is not at all questioned as to the propriety of its being given to the Colleges severally; and not to the University. I think whatever is allowed for the same purpose here should be distributed to the several Colleges. Then London University allows Scholarships to assist young men after they have taken their A.M. Degree; but that cannot be done here, especially after the manner in which the Income Fund has been reduced, nor is it the needy young men that often get the Scholarships.

The Twentieth Section provides for the management of Upper Canada College. The Senate of a National University should not be connected with any one School, or College. I believe the proposed method of managing Upper Canada College will be of great improvement upon that which has heretofore been adopted.

The Twenty-first Section. Any sort of partnership between the University and any one College was clearly contrary to the University Act of 1863; but although I would have consented in 1853 to giving the Library and Museum to University College, yet, after between £20,000 and £30,000 has been expended upon them it is too much to hand them over to one College, as also the whole of the Buildings, although the College should undoubtedly provide for the renewing and repairs of them.

The Twenty-Second Section. In the present state of the University Funds, I do not think more than that $3,000 per annum should be expended in the care and improvement of the Library and Museum.

The Twenty-third and last Section requires no remark.

III. General Remarks on the Bill.

1. According to the provisions of this Bill, the University, (after the example of the London University,) will connect the Matriculation and final Examinations of Students. The Queen's University in Ireland conducts only the final Examinations. The University prescribes the whole Course of Studies; but the College conducts the Annual Examinations. The Annual Examinations and Scholarships, depending upon them, by the University at Toronto, is without precedent, but is specially adapted to build up University College, especially in connection with the System of Options.

2. This Bill does not provide for the mode of conducting the University Examinations, although it might do so, if it be thought necessary, instead of leaving it to the Senate. In the London University, the Examiners prepare the Examination Papers, and then inclose copies of them to Persons in the principal Towns in England, as well as at the seat of the several Colleges, who, under oath, open them at a certain hour

*This is not a new proposal, as an Act was passed in 1820, providing for such a representation in Parliament of King's College, see page 174 of the First Volume of this Documentary History.

on a certain day, preside at the Examination of the Candidates who present themselves, and then close the Examination and collect the Answers at a certain hour, and return the Papers with Answers under seal to the Examiners. So the Candidates are not required to go to London, as they are required to go to Toronto for Examination. But the Senate created by this Bill will doubtless regulate the mode of Examination as fairness and the convenience of all parties may suggest.

3. The present University Colleges in Upper Canada, cannot be suppressed by law, nor their Degrees, (however conferred,) be deprvied of their legal value; nor can the Incorporation of other Institutions with University powers be objected to, as long as those Colleges possess and exercise them. But, if one Body only possessed University powers, then the value of Degrees will be greatly increased, as well as the standard of them elevated. It is a great object gained, when the present University Colleges are willing to suspend the exercise of their University powers, and become Colleges of one University, and challenge competition, (with at present less than half the pecuniary aid,) with University College. The friends of these Colleges and of equal Collegiate rights and advantages before the State, will doubtless persist with increased energy to advocate their equal rights to State aid, but they may not be long willing to yield anything as to their University powers.

4. The operations of this Bill will put an end to all special applications for either College Grants, or University College Charters, and to all the cries about "sectarian grants" to education,—will inflict upon no party a sense of injustice, or wrong, and will place all classes upon an equal footing and associate University Education with the noblest feelings and efforts of the whole Country.

CHAPTER VI.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1860.

January 9th, 1860. Several Communications were laid before the Council.

The Council of Public Instruction, having had submitted to them for approval "Sangster's National Arithmetic," has much pleasure in viewing it as an important addition to Canadian School Books; and, while they direct its adoption in the Normal and Model Schools, they strongly recommend its use in the Public Schools of Western Canada.

Ordered, That a Harmonium be procured to aid the Music Master in the Normal and Model Schools not to exceed Sixty dollars in price.

Ordered, That, with reference to the Communication of the Masters of the Normal School of the 9th January, 1860, regarding the duration of the Session, henceforth it shall terminate on the 15th of June, instead of on the 22nd, in order that sufficient time may be given for the preparation of the Teachers' Certificates.

Several applications from Superannuated Common School Teachers were laid before the Council and approved.

The Accounts of the Expenditure of the Normal and Model School and of the Building Fund of the Model Grammar School were laid before the Council.

July 10th, 1860. Several Communications were laid before the Council.

Ordered, That the Tender of Messieurs Lovell and Gibson for printing the Model Grammar School Examination Papers be accepted.

The Letters of Messieurs Cockburn and Ambery, Grammar School Inspectors, having been under consideration, it was,—

Ordered, That the partial resignation of Mr. Cockburn, as Inspector of Grammar Schools, be accepted, and that Mr. Ambery be appointed as Associate Inspector of

these Schools, in connection with him and the Reverend Doctor Ohmiston, the appointment to take effect from the 1st instant, and that Mr. Ambery be also appointed a Co-Examiner of Grammar School Masters.

The Council of Public Instruction having had under consideration the complaint of Mr. Platt against the Janitor, Mr. John Murphy, and the Letter of the latter in which he strongly regrets his conduct, upon the occasion referred to, and solemnly promises to avoid in future all interference in elections, beyond simply exercising his franchise, but also to refrain from attending Races, and from the evil of intemperance. Relying upon those promises on the part of Mr. John Murphy, and considering that this is a first complaint against him, as well as his long services, hitherto meritorious, —the Council do not feel themselves called upon to do more than severely reprimand him for his conduct towards Mr. Platt.

Ordered, That $50 be allowed for Prizes and Certificates of Honour in the Model Grammar School at the approaching Examination.

The Letter of the Teacher of the Victoria School, Brockville, having been under consideration, it was,—

Ordered, That the Regulations in regard to the Holidays and Vacations in Schools be amended as follows:—

The Easter Holidays shall be abolished in all the Schools, with the exception of Good Friday. For Cities, Towns and Incorporated Villages there shall in future be a Vacation of four weeks from the first Monday in August, instead of two weeks, as formerly, and that the Regulations, as revised, be published.

The Letter of Mr. Henry Brown having been under consideration it was,—

Ordered, That the Geometrical Diagrams prepared by him and submitted to the Council be recommended for use in the Public Schools of Upper Canada if furnished at a reasonable price.

The Letter of the Reverend Doctor Ormiston having been under consideration, it was,—

Ordered, That he be paid at the rate of $50 per annum as Examiner of the Normal School, up to the present time.

The question of reducing the Expenditure of the Normal School having been under consideration it was,—

Ordered, That Regulation Number Five of the Terms of Admission to the School be amended, so as to read as follows:—

V. That a sum of One dollar per week, payable at the end of the Session, shall be allowed to each Teacher-in-training, who, at the end of the first, or second, Session shall be entitled to either a First, or Second Class Provincial Certificate; but no Teacher in Training shall be entitled to receive aid for a period exceeding one Session, and no Resident of the City of Toronto shall be entitled to receive aid.

August 3rd, 1860. Several Communication were laid before the Council.

Owing to the increased Expenses of the Normal and Model Schools, it was,—

Ordered, That the Fees in the Boys and Girls Model Schools be increased from twenty cents per week to twenty-five cents per week, (or one dollar per month,) payable in advance, as may be determined by the Chief Superintendent, upon consultation with the Teachers of the Schools; and that, in future, the Pupils be required to provide themselves with the Stationery which they may be required to use, as is now the practice in the Model Grammar School.

The propriety of presenting an Address to His Royal Highness the Prince of Wales, on the occasion of his visit to Toronto, having been under consideration of the Council, it was,—

Ordered, That the Draft of an Address to the Prince, prepared by the Chief Superintendent, be adopted, and a copy of it be sent to Quebec for the Prince's perusal. The Chief Superintendent was further requested to make the necessary arrangements

to receive His Royal Highness in a suitable manner, should he visit this Establishment, and that the Buildings be illuminated, and a suitable device in gas fitting be prepared for the outside of the principal front of the Building.

September 10th, 1860. A Letter from the Reverend Doctor McCaul, Chairman of the Prince of Wales' Reception Committee, stating that His Royal Highness would visit the Education Department at half past three P.M. to-morrow, having been under consideration, it was,—

Ordered, That the Address already adopted by the Council be presented to the Prince in the Theatre by the Chairman; and that the Chief Superintendent be requested to make all necessary arrangements for the reception of the Prnice and Suite in a suitable manner.

A Letter of His Excellency, the Governor General, conveying the gratifying intelligence of a grant having been made by His Royal Highness the Prince of Wales toward the Institution, having been under consideration, it was,—

Ordered, That the amount be distributed in annual Prizes to the Pupils of the Model Grammar School and to the two Model Schools, and that a Letter to that effect be forwarded to His Excellency; and that the amount, when received, be invested in Public Securities.

The Council having had presented for their approval "An Elementary Arithmetic in Decimal Currency" for the use of Schools, by Mr. J. H. Sangster, have much pleasure in exceeding to the request, and recommend it accordingly.

The consideration of the Letter of Mr. James Campbell and the Reverend Doctor Van Norman, in regard to Boyd's Canadian History and the complete French Class Book was deferred.

The applications of the Boarding house Keepers were approved.

Several Communications from Superannuated Common School Teachers were approved. Two applications were rejected.

CHAPTER VII.

COUNTY SCHOOL CONVENTION IN UPPER CANADA, 1860.

According to the usual custom of holding a County Convention of the Friends of Education in Upper Canada every five years, Doctor Ryerson issued the following Circular addressed:—

To the Municipal Councillors, Local Superintendents, Visitors, Trustees, and Teachers of Public Schools in Upper Canada.

In applying myself to establish and mature our present System of Public Instruction, it was part of my plan to visit Foreign Countries once in five years in order to make comparisons and acquire information as to Systems of Public Instruction; and also to visit each County in Upper Canada once in five years, in order to give and acquire information, and to hold free consultations as to the progress and defects of our own System of Public Instruction, and the best means of improving and adapting it to the Institutions and wants of our Country. I was unable to make this tour last year as I had intended; but, I purpose in the course of the next two months, Providence permitting, to visit each County, or Union of Counties, in Upper Canada, for the purpose of holding a County School Convention of all School Officers and other friends of general education who may attend. The law makes it the duty of each Local Superintendent "to meet and confer with the Chief Superintendent of Education at such time and place as he may appoint when making an official visit to the County for the promotion of the interests of Education." By law, all Clergymen,

Judges, Members of the Legislature, Members of County Councils, and Aldermen, are School Visitors; and I will be happy to meet and confer not only with School Visitors and Local Superintendents, but also with as many Trustees, Teachers and friends of Education generally, (male and female,) as can make it convenient to attend,—including, of course, such Trustees and other School Officers and promoters of Education as reside in Cities, Towns, and Incorporated Villages in each County, or Union of Counties, within the limits of which a County Convention may be held.

The object of each Convention will be,—

1. To answering questions which may be proposed, and give any explanations which may be desired respecting the several provisions of the School Laws;

2. To consider any suggestions which may be made for the improvement of the School Law, and for the improvement of the Schools, the diffusion of Education, and the extension and usefulness of the Public Libraries.

I purpose to deliver a short Address at the opening of each County School Convention.

The meeting of each Convention will take place at half-past one in the afternoon, and the proceedings will commence precisely at two, whether few or many are present.

The time and place of each of the proposed County School Conventions are as follows:

Counties.	Towns.	Days.	Dates.
Lincoln	St. Catharines,	Monday,	January 16.
Welland	Merrittsville	Tuesday,	January 17.
Haldimand	Cayuga	Wednesday,	January 18.
Brant	Brantford	Thursday,	January 19.
Norfolk	Simcoe	Friday,	January 20.
Wellington	Guelph	Monday,	January 23.
Waterloo	Berlin	Tuesday,	January 24.
Perth	Stratford	Wednesday,	January 25.
Huron and Bruce	Goderich	Thursday,	January 26.
Lambton	Sarnia	Saturday,	January 28.
Essex	Sandwich	Monday,	January 30.
Kent	Chatham	Tuesday,	January 31.
Middlesex	London	Wednesday,	February 1.
Elgin	St. Thomas	Thursday,	February 2.
Oxford	Woodstock	Friday,	February 3.
Wentworth	Hamilton	Monday,	February 6.
Halton	Milton	Tuesday,	February 7.
Peel	Brampton	Wednesday,	February 8.
Simcoe	Barrie	Thursday,	February 9.
Grey	Owen Sound	Friday,	February 10.
York	Newmarket	Saturday,	February 11.
Ontario	Whitby	Monday,	February 20.
Northumberland and Durham	Cobourg	Tuesday,	February 21.
Victoria and Peterborough	Peterborough	Wednesday,	February 22.
Hastings	Belleville	Thursday,	February 23.
Prince Edward	Picton	Friday,	February 24.
Lennox and Addington	Napanee	Saturday,	February 25.
Frontenac	Kingston	Monday,	February 27.
Leeds	Brockville	Tuesday,	February 28.
Lanark and Renfrew	Perth	Wednesday,	February 29.
Carleton	Ottawa	Thursday,	March 1.
Prescott and Russell	L'Orignal	Friday,	March 2.
Grenville	Kemptville	Monday,	March 5.
Dundas	Matilda	Tuesday,	March 6.
Stormont and Glengarry	Cornwall	Wednesday,	March 7.

I take it for granted that, as on former occasions, in each of the places above mentioned, the Court House, or Town Hall, or some other convenient Building, can be procured for holding the County School Convention; and I must again rely upon

the kind co-operation of the Local Superintendent, aided by the Trustees in each County, Town, or Village, to provide the needful accommodation for holding each County School Convention, and for giving due notice of the same.

The Newspaper Press in each County is respectfully requested to give notice of the time, place and objects of the School Convention for such County.

TORONTO, 3rd January, 1860. EGERTON RYERSON.

II. PROCEEDINGS AT THE COUNTY SCHOOL CONVENTIONS.

At each Convention, the Chief Superintendent delivered an Address, explanatory of the objects of his Tour, as well as of the steps which had been taken by the Education Department, since his last visit, to supply the wants, and to elevate the character and condition, of the Public Schools. The Address also contained such practical suggestions and remarks as were deemed appropriate to the occasion. The substance of this Address was as follows:

REASONS FOR HOLDING THESE SCHOOL CONVENTIONS.

In commencing his remarks, Doctor Ryerson said that:

Before submitting to the Government a Draft of a Bill for the further improvement of the Public School Acts, he felt it to be his duty to hold these County Conventions for the purpose of ascertaining what were the deficiencies in the present Law. He had taken a similar course before the passing of the Common School Law in 1850; also before the passing of the Supplementary Act in 1853, and previous to the establishment of Public School Libraries. Before laying the foundation of our present System of Public Instruction, he had visited every Country in which there was a regularly established System of Education, in search of information. He regretted that the multiplicity of his labours precluded his visiting each portion of the Province more than once in five years. But, before making any additional improvements in the present Public School Acts he had thought it but fair to consult the Country on a matter in which all were so deeply interested, and to embody in a Bill the views of the principal Educationists, as far as practicable.

TOPICS FOR CONSIDERATION AT THE CONVENTIONS.

The chief object of these School Conventions, Doctor Ryerson said, was to consider the adaptation of the System of Public Instruction to the present more advanced state of education in Upper Canada, and to see how far that System might be improved. He also proceeded to explain the principles upon which our Common School System was based,—each County, Township, City, and Village having the management of its own Schools, irrespective of Government interference. The principle and practice of free government were thus brought home to each man's door. He further remarked that there were three subjects which he thought should engage the attention of the present Meeting, videlicet:—

The first related to the case of Vagrant Children:
The second embraced the subject of Free Schools;
The third referred to Public Grammar Schools.

FIRST: EXPEDIENCY OF A TRUANT LAW FOR VAGRANT CHILDREN.

With regard to the first, three Judges of the Land had noticed in their Charges to the Juries the evils arising from Vagrant Children being allowed on the streets. Men of the largest property in the Country have admitted their readiness to be taxed for a System of Public Instruction; but they justly complained that those who most required education, were not compelled to avail themselves of the privileges afforded. Two modes of dealing with Vagrant Children have been spoken of. The first was as to whether there should be a positive enactment compelling Parents to keep their children at school during a defined term of years; the second, (which had received the most general support,) was to empower Municipalities to compel attendance, or, in

case of wilful neglect to attend school, to inflict a slight fine, or punishment, either on Parents, or their children. By this mode, each Municipality could control its own Vagrant Children much better than could the General Government. It might be objected to, that this would be invading parental rights; but the answer to this was: First, that where compulsory education exists, the legitimate rights of Parents are really not infringed upon; second, that children have their rights, which they have derived from their Maker, and which Parents cannot take away. And on this principle, it was the duty of the State to protect the weak and helpless. A Parent has no right to maim or to starve his child; much less, to maim or starve him mentally, or morally. The State would interfere, and assumed the right to do so, in the one case,—why not in the other? In the third place, States have a right to protect themselves against the injury arising from children being thrown upon society as uneducated vagrants. It was a duty of the existing adult population to promote, as much as possible, the education of the rising youth, and they might depend upon it that the Country would be just what they chose to make it, religiously and educationally. He was inclined to favour compulsory attendance at some Schools,—not necessarily at the Public Schools. Republican Switzerland had vigorous laws on this subject, more so than even despotic Prussia, where children, between the age of seven and fourteen years, were compelled to attend school. There were doubts as to whether this did not interfere with the rights of Parents. The Prussian view was, that it was due to society, that every child should receive an education that would fit him for his station in life. In Switzerland a law is vigorously enforced compelling all children to attend school, and Officers are appointed whose duty it is to warn them first, and then, if they neglect it, to bring them before a Magistrate for punishment. Children in that Country cannot be apprenticed to a trade, or business, until they have undergone an examination before a Board similar to the County Board of Examiners. If the Boy were to be a Tanner, he was examined in Chemistry; if a Mechanic, he was examined in the Science of Mechanics. Doctor Ryerson next referred to the sound views entertained by the Pilgrim Fathers on education, and mentioned the fact that a plea of a notoriously neglected education was allowed in arrest of judgment, in the case of minors. In Iceland, too,—where, notwithstanding the climate was rigid, the hearts of the people were warm and open,—a law existed that a minor could not be convicted of a crime before inquiry had been made as to the state of his education; and if it was found to have been neglected, and his Parents were at fault for the neglect, the minor was acquitted, and the Parents punished in place of the child. In some parts of New England, Truant Laws were now in force.

Second: The Expediency of a Legislative Free School Law.

The next subject he intended to introduce was that of Free Schools. The great majority of people were under the impression that the System of Free Schools should now, be imposed by Act of Parliament, as the Annual School Meetings designed at first to afford an opportunity of discussing this question had ceased to throw any new light on the subject; and even the opponents of Free Schools, who were generally defeated at every Annual Meeting, were desirous of having Free Schools imposed by law, and thus save the annual return of an acrimonious discussion leading to no good result. He doubted the expediency of a compulsory law upon the subject at present, for the Law, as it exists, Boards of School Trustees could establish Free Schools, and many of the Schools in the Country were supported upon that principle. But it is for the public to judge whether, or not, the Schools should all be placed by Act of Parliament upon the same footing.

Third: The Improvement of the Grammar School Law.

There was no doubt that the Grammar School Law, as it now stood, was very defective, and that no longer delay should take place in improving it. It seemed perfectly clear to him, that Grammar Schools could not be made better than they are, or

in fact, could not be kept in the condition that they now are, unless further provision was made for their support than at present existed. It was the best economy to make Grammar Schools efficient. To make them efficient further means must be provided for their support. Two means had been suggested; one was that Grammar Schools should be established in every City and Town Municipality, and that such Municipality should raise a proportionate sum, in order to receive the Legislative Grant. The other suggestion was, that the Country Grammar Schools should retain the original character which they had obtained of being County Schools, before the present System of Public Schools came into operation. He was of opinion that the whole Country should be linked together, as it were, for the support of the Grammar Schools, and that the County Councils should be called upon to raise an equal sum with the Boards of School Trustees, a proportionate number of the Trustees being now appointed by these Councils. Heretofore, County Councils have declined to impose a special Assessment for Grammar School purposes; but, as an inducement for them to do so, it was proposed that the Grammar Schools should be made free to the youth of the whole County, so that any Farmer who would wish to give his Son a superior education, or any young man who should desire to give himself a superior education, and who has the means of boarding himself in the City, should have the door open for his advancement. Young men might be assisted in their own neighborhoods by loans, or subscriptions, so as to raise a sufficient sum for their board in the City during the School Term; and and it was known that some of the most distinguished Persons of every Country have been those who obtained their education under difficulties of this kind. The whole subject would, doubtless, receive the fullest consideration from the Meeting so he would now proceed to other topics.

Education of Children One of the First Duties of Parents.

Doctor Ryerson next proceeded to urge Parents to consider it as one of their first duties to give their children such an education as would enable them to take care and make a proper use of Property that might be left to them, or what they might make themselves by their own industry. He was rather against Parents leaving their Sons large fortunes, as it led them to be idle and careless, and sometimes dissipated, but considered it to the advantage of Parents to settle a dowry on their daughters, as they generally took better care of it. He said he knew many young men who had received large fortunes from their Parents, and had sunk into obscurity, while those that had been brought up to industrious pursuits in Agriculture, etcetera, had made fortunes for themselves, and were among the first men of the Country.

Influence of an attractive School-House and a Good Teacher.

It was highly desirable to remove, as far as possible, all obstacles that might interfere with the education of youth. The very place of instruction should be rendered as attractive as possible. If the School-house should happen to be the meanest house in the neighbourhood, as it not unfrequently was, the impression of the children attending it would naturally be that it was one of the meanest things in the world to attend school. It was requisite that the interior of the School-house should be rendered as clean and comfortable as possible.* There was much true philosophy in the erection of a good School-house. Teachers, also, should be the most attractive persons in the estimation of their pupils. They should see to it that they conducted themselves in their bearing and their whole manner towards the school children as kindly as possible; for the art of kindness would surely make itself felt, and when Teachers had secured the affection of their pupils, so as to command respect and attention, they would be in a position to exert the best influences for the education of the youth in their charge.

*The Editor of this History has been seeking for some time to promote the cause of "School Room Decoration" by means of Natural History Prints and British National and Patriotic Pictures.

Respectful Treatment of the Teacher by Parents.

It is also necessary for Parents to speak of the Teacher in terms of esteem, and to treat him, or her, as respectfully as possible. If children heard their Parents speak disrespectfully of the Teacher, it was not likely that they could receive any good from him. It was frequently the case that Parents themselves raised an impedient to the instruction of of their children by speaking disrespectfully of the Teacher. Even should circumstances arise that would render the Teacher's removal from the School desirable, yet that impression should not be given to the children, while the Teacher held his situation in the School. Parents should exert every effort to call forth the Religious, moral, and intellectual powers of their children. It was of importance that both Teacher and Parents should combine and use every endeavor for the advancement of the education of youth.

Twofold Nature of our Syetem of Public Instruction.

In the System of Public Instruction in this Country there are two parts: that which pertains to the people, and that which devolves upon the Executive Government. In every Country where the people are educators of their own children, the erection and extension of Schools depend entirely upon their co-operation; and the character of the instruction given in every Educational Establishment is an expression of the people themselves upon the question of education. The Municipal institutions of Upper Canada were established by the late Honourable Robert Baldwin. Those institutions embodied the principle of local self-government, and its tendency was to enlarge the public mind and will of the community. In 1850, Mr. Baldwin and himself devoted two or three days to the examination of every sentence, clause, and, he might almost say, every word of the School Act, which was the basis of our System. All that he requested of Mr. Baldwin was the application of the principle of self-government to the School Law; and with that consistency which ever characterized him, he gave his consent. In a despotic Country, everything is done for the people; and the children and people are but partially educated, because they are not taught to rely upon themselves.

Voluntary Character of the Public School System.

The Common School System of Upper Canada was entirely a voluntary one with respect to Municipalities. They can tax as they please to support Schools, and they can refuse to sustain them if they please. For example, the Village of Richmond, in the County of Carleton, has never elected Trustees nor organized its School System, and what it has done all other Municipalities might also do. The System is thus the work of the people themselves. The Government does not levy a single penny of a School-rate. No Country in Europe had such an efficient school establishment as Prussia; but there everything begins and ends with the Government,—it was purely a Government Institution; it was not founded by the people; it was not managed by them, and, consequently, it did not confer those advantages which would have followed, had the System been managed by the people, as in Canada. Here the System begins and ends with the people. No School-house can be built, no Teacher employed, no Rate levied, except by the concurrence of the people. It was true that it was not voluntary as to the individual, but it was certainly voluntary in regard to the Municipality. Any County, City, Town, or Village, if it did not approve of the School System, could abolish it to-morrow. The only thing to be done in such a case, would be for the Municipality to decline to receive the Legislative Grant and to cease to levy a local Rate. As to the question, how far Government should interfere in the management of such a System,, he would say, that Government should do nothing that the people could more effectually do for themselves.

Necessity for a Uniform Series of Text Books.

The selection of Text Books was, however, one of those things which could not be left to the Municipalities themselves, without much injury, as, by this means we might

soon find ourselves in the same position as in one of the United States, where the late Honourable Horace Mann stated that they had three hundred different Text books; whereas no Country needed more than twenty, or thirty, Text Books.

Selection of the Irish National Books for Canadian Schools.

The first thing which the School Authorities of this Country did in 1846, was to select these twenty, or thirty, Text books, and then to render them as accessible as possible to the public. The Irish National series of School Books were adopted as the Common School Books for Upper Canada, being the most unobjectionable, and at the same time, the best that could have been introduced. These Books were compiled with great care, and by some of the most eminent Educationists of Ireland. They were the works of practical School Teachers and not of theoretical men. When these Books were in type a proof copy was sent to each Member of the National Board, consisting of Protestant and Catholic Bishops, and other Gentlemen, selected from the different Religious Persuasions. It was understood that any objection that might be raised by any Member relative to the contents of a Book, should be settled before the Book was published, or allowed to be printed. Archbishop Whately told him that during the time these Books were going through the press no question was raised that was not amicably and unanimously settled, without there having been any necessity to expunge, or alter, any of the sentences of the different Authors. These Books, then, were unanimously prepared, and, thus prepared, they came before the public with a prestige above all private authority. They were adopted as Text books by Provincial Authority, and to render them accessible, two methods were proposed,—first, to import them, and next to reproduce them. The importation of these Books by Canadian Publishers and Booksellers had been rendered a matter of free trade by the action of the Education Department. The Department also granted to every Publisher in this Country, with the sanction of the Irish Board, the right to re-print these Books; and several editions of the National Books, printed upon Canadian paper, and published by our own Publishers, were now before the public, which had the effect of reducing their price 25, or 30, per cent.; and better than all, most of the Globes, School Maps and Apparatus used in Schools are now manufactured in Canada upon the most advantageous terms. Thus a set of Mechanical Powers of a certain quality procured in England, or the United States, could not be sold for less than $30, while a similar set, in every respect equal, was produced and sold in Canada for $19. The same was true of the chief part of the other articles in the Educational Depository. He thought that Canada should not only have her own School Laws and her own Teachers, but that we should have every article required for our Schools manufactured in our own Country.

Necessity for a Canadian Series of School Books.

It was found that where the new system of decimal currency was adopted in Canada, the two National Arithmetics in use would require to be adapted to that system. The larger Arithmetic of the National Series had been so altered, and it would be followed by the Elementary Arithmetic; and gradually the whole series would become Canadianized, as it were. Speaking of a Canadian Geography, he said: It was very generally known that our American neighbours, perhaps with pardonable pride, had represented themselves and their Country, in their own Geographies, as the greatest people and Country in the World; and, as many of these Geographies were in use in Canadian Schools, it was at once felt that it would be an advantage to replace them by works more strictly national in their character. This was being done; and in our endeavors to prepare a Canadian Geography, we are trying to make ourselves and sister Provinces a good deal more respectable in size than we have hitherto been made to appear.

Arrangements in Regard to Public School Libraries, Maps, and Apparatus.

The Department, in its endeavours to render Maps, Globes, and School Apparatus accessible in this Country at the lowest possible rates, found, that in England the

Government had arranged with several Publishers for the production of Maps at prices about forty per cent. below the retail charges, and upon which terms they were furnished to the Schools in England aided by Parliamentary Grants. On application, the Publishers agreed to extend their arrangement to the Department of Education in Upper Canada; and, in like manner, the Publishers of Books in England and the United States agreed to furnish the Books required for the Common School Libraries at greatly reduced rates. As to the necessity for these Libraries, he might mention that, in one of our Towns, a Boys' Association was formed at School, for the purchase of bad Books, to the amount of about $100; when discovered, it was broken up, the books burnt, and a good Library substituted. The young will read bad Books if they cannot get good ones. There are from 3,000 to 4,000 different Works in the Educational Depository, for the formation of Libraries in School Sections. Most of these Books, Maps, and Apparatus could now be sent to every Town in Upper Canada at a cost less than that at which they could be obtained in the Cities of Edinburgh, London, New York, Boston, or Philadelphia.

Development of Canadian Industry in the Manufacture of Maps and Apparatus.

The first step of the Department in obtaining Text books had been to procure them cheaply by importation, and then to open the way for Canadian enterprise by their reproduction. So also with Maps, Orreries, Tellurians, Thermometers, and other Apparatus, the object of the Department has been to produce everything that we required ourselves, and more than one hundred of these different articles were now reproduced in this Country. In the re-engraving of Maps, changes had been introduced so as to adapt them to the present state of geographical knowledge. In the Maps now in course of progress, great pains had been taken to render, as conspicuous as possible, places of importance in British and Colonial history; and due prominence had also been given to those places in the Crimea rendered famous by the Russian war, and in China, by Lord Elgin opening up to commerce places which until lately had been unknown. In the matter of School Furniture, selections had been made of models in New York and Boston, and these models were shown to Cabinet-makers in this Country to receive their proposals for constructing the same. The consequence had been that a new branch of trade had sprung up in our own Country,—the manufacture of School Furiture. He had been much surprised and gratified to learn that a manufacturing firm in Toronto had lately received an order for seven hundred double desks for a Town about eighty miles beyond Buffalo, and not long ago some of our Numeral Frames were sent to Oswego. It was in this way that these articles had been rendered accessible to the people of Upper Canada. Thus we have gone on encouraging the industry of our own people; first mounting the Maps, next reprinting the Books, making the Furniture, and now engraving the Maps. In this way it had been sought to develop Canadian industry, and to import nothing that we can make ourselves. This he considered was one of the most important features of the School System. Not only should our School System and our School Architecture be Canadian, but Canadian skill and enterprise should produce, or manufacture, everything that the Country requires. By the employment of Canadian capital and skill, several thousands of pounds were annually saved to the Country. If the price of every bushel of Wheat and every foot of Lumber sent to foreign markets was expended in Canada we would be so much the richer. He thought it of the greatest importance for the interests of the Country and its general advancement, that we should be producers of that which we consume, and that we should send as little of the money out of the Country to the foreign producer—(for we wanted it all)—as possible. He thought it worthy of remark that, so far as we know in history, there was no record of a purely agricultural People ever rising in importance among Nations; and that with our forests of Timber, and our resources in Metals, Minerals, raw materials, and natural advantages, it was desirable to encourage a spirit of self-

reliance, so as to depend upon ourselves for the articles we required. He was aware that it had been insinuated that he had advocated the doctrine called "protection." If any thing could be inferred from his remarks it was the doctrine of Free Trade, for, in fact, he had proved that School Apparatus and School Books had been produced in Canada cheaper than they could be imported, and indeed the manufacture of the articles alluded to had commenced long before the present financial system of the Province was inaugurated. Protection was a question of legislation, and he did not interfere with matters of that kind; nor did he think it the business of a true patriot to mix the question of education with any section of party politics. Five, or six, different Administrations had been in power since the establishment of the present School System, and he had never, so far as the interests of education were concerned, found any difference, no matter to which party the Government of the day might belong.

School Statistics of Upper Canada Compared with those of the State of New York and Lower Canada.

In conclusion, Doctor Ryerson referred to the increase of the School System in Upper Canada, and quoted some important statistics, showing the advance of our school operations, especially in Upper Canada,—making comparison with Lower Canada progress, and the State of New York, that model State of American Educational operations. He said: the number of Schools in a County was not to be considered the only indication of the progress of education in it, for, in many instances, the School Sections might be made as small as possible, and in some cases much smaller than was desirable, and, in this way, the number of Schools might be increased. The true criterion was the number of Pupils attending the Schools and the amount appropriated for the purposes of instruction. He had lately received the last Report of the Chief Superintendent for Lower Canada, and, although it was contended that their population was as large as ours, still we were considerably in advance of them as regards the attendance of Pupils at School. In Lower Canada, the School Attendance during 1858 was 155,986; while in the Upper Province the numbers were 293,683—giving a majority of the children under education of 137,697. In Upper Canada there were raised during 1858, $1,105,447 by local Assessment; while in Lower Canada, during the same period, there were but $459,396 contributed for the same purpose. From the Report of the State of New York, it appeared that the attendance of Pupils, and the amount of School Money raised in that State, in proportion to the population, were considerably behind that of Upper Canada, while Upper Canada had gained a very large increase in attendance in the last ten years over the State of New York, notwithstanding their three-fold population; and that the average time of Schools being open in New York for 1858, was eight months, while in Upper Canada it was ten months.

III. Resolutions Adopted at the County School Conventions.*

1. In Regard to the Grammar Schools.

At St. Catharines, Resolved,—That this County Meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the County stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards, with respect to the raising of funds; and that the said Grammar Schools be the Schools of the Cities, Towns, Townships, or Incorporated Villages, within the limits of which they are situated, and the Trustees appointed by the Municipal Councils thereof; and that the Grammar School Fund be apportioned to each Municipality upon the same condition as the Legislative Common School Grant.

At Simcoe, Resolved,—That this Meeting, in view of the anomalous position in which the Trustees of the Grammar Schools in the County stand, in their inability to raise, or procure, funds for their efficient working, suggests that the present law be

*Only the Resolutions adopted at these Conventions are inserted in this Chapter.

amended, so as to make it compulsory upon the County Councils to raise and pay over annually a sum of money sufficient to enable the Trustees to make their Schools efficient, the Annual Grant to be based upon Estimates, to be prepared and submitted by them to the County Council.

At Guelph, Resolved,—That on action being taken by the Legislature to put the Grammar Schools on a better footing, this Meeting suggests the propriety of allowing the appointment of Grammar School Trustees to remain as at present, but, in apportioning the aid to the different Grammar Schools, it should be made conditional that the County Councils should raise an equal sum for the same purpose, and that pupils from the County to be admitted free.

At Berlin, Resolved,—That in the opinion of this Meeting the election of Grammar School Trustees should remain as at present, and that it shall be the duty of the County Council to levy and assess an amount equal to that apportioned by the Government for the support of the Grammar Schools of the County; and that, in consideration thereof, the children of the County shall be admitted free to tuition.

At Stratford, Resolved,—That, in view of the anomalous position of the Trustees of Grammar Schools in respect to the mode of raising funds for the support of such Schools, it is desirable that they be placed in the same position as Common School Trustees, in regard to their power to raise Funds within the Municipality in which the School is situated; that the County be required to raise an amount equal to the Legislative Grant, and that these Schools may be free to all Pupils qualified to enter them, where the Common Schools are Free.—This Resolution was amended, on the suggestion of Mr. Roharts, by recommending that the Town, or other, Municipalities where the Grammar Schools are situated, and which were required by the above Resolution to supply any deficiency in the Grammar School Funds, should have an equality of representation at the Board. The Resolution, as amended, was carried unanimously.

At Goderich, Resolved,—That the Grammar School be the School of the County, and that a recommendation of the Chief Superintendent, now made on the subject, be approved by this Meeting

At Sarnia, Resolved,—That it is the opinion of this Convention that it would be advisable that an Act should be passed compelling the raising by the County Council of a sum of money equal to that granted by the Government for the support of Grammar Schools,—That said Grammar Schools should be free to every child in the County; the Buildings required for carrying on such School should be provided by the Town in which such School is situated; and further, that one-half of the Trustees should be appointed by the County Council, the other half by the Town Municipality.

At Sandwich, Resolved,—That it is the opinion of this Meeting that the Grammar School Act should be so amended as to authorize the County Council to raise a sum of money for Grammar School purposes equal to the Government Grant for the Grammar Schools of the County, and that the Town, or Village, in which the School is located, provide the necessary Buildings; the Council of the said Town, or Village, shall have the appointment of three Trustees, and that the Schools so established be entirely free to the whole County.

At Chatham, Resolved,—That this Meeting would gladly see such alterations made in the constitution of Grammar Schools as would render Tuition therein free to all pupils sufficiently advanced to be admitted; one half of the Trustees being appointed by the Town Council, and the other half by the County Council; and the Buildings and other conveniences for such Schools being provided by the Towns in which they may be respectively situated, a sum of money equal to the Government Grant being raised by the County Council for the payment of Teacher's Salaries.

At London, Resolved,—That in the opinion of this Convention, the establishment of Grammar Schools upon a free basis, is desirable for the benefit of the youth of the County, and that the County Municipalities should raise a sum equal to the Government Grant for the support of such Schools. Carried unanimously.

At Woodstock, Resolved,—That this Meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the County stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards, with respect to the levying of Funds: and that the said Grammar Schools should be the Schools of the Cities, Towns, Townships, or Incorporated Villages within the limits of which they are respectively situated; the Trustees appointed by the Municipal Councils thereof; and the Grammar School Fund apportioned upon the same condition as the Legislative Common School Grant.

It was moved in amendment and *Resolved*,—That this Meeting is in favour of a change in the management of our Grammar School System; that the Grammar Schools should be free, and that for their efficient management three Trustees should be appointed by the County Council, while the appointment of the remainder might, with propriety,

be left to the Municipality in which a Grammar School is, or might be, situated; the said Municipality to raise an amount equal to the Government Appropriation for the support of the same, and also to provide suitable Buildings.

On the amendment being put, it was carried by a large majority.

At Hamilton,—It was moved by Doctor Billings, seconded by Jesse Hurlburt, LL.D., that it be *Resolved*,—That in the opinion of this Meeting the Grammar School of any Municipality should be placed under the control of Trustees appointed by the Common Council of the Municipality; such Trustees to have the same powers as the Trustees of the Common Schools. Also, that the Grammar School Fund should be apportioned upon the same conditions as the Legislative Common School Grant.

After some discussion the Resolution was withdrawn, and a Resolution to the effect that Cities should be erected into Counties for Grammar School purposes, moved and seconded, and unanimously agreed to.

At Milton, *Resolved*,—That in the opinion of this Meeting, County Grammar Schools should be supported on the same principle as Common Schools, so far as requiring County Councils to appropriate a like amount in support of such Schools as are apportioned by the Legislature, and that the various Grammar Schools in the County should share in such Public Funds, according to the amount of Grammar School work actually performed,—and that Pupils from all parts of the County be admitted on the same terms, and also that the Town, or Village, in which such Schools are situated, bear all the expenses of Building and other incidental charges.

At Brampton, *Resolved*,—That in the opinion of this Convention it is desirable that the Grammar School Fund be granted on the same conditions as the Common Schools, open to the children of the County, and supported by the County taxation to an amount equal to the amount granted by Government in aid of said Grammar Schools; and that all children residing in the County be admitted free to the School, the same as the children of the Township, or Village, where the Grammar School is located.

At Newmarket, *Resolved*,—That the Grammar Schools would be made much more efficient by making the terms of admission to them similar to those of the Common Schools, and that it is desirable that the County Council, in connection with the Government, should provide the necessary funds; and the children from beyond the limits of the City, Town, or Village Corporation, be admitted without charge.

At Barrie, *Resolved*,—That the Grammar School of this County be put on an efficient standing as to its means of support, by placing authority in the Town Council, in conjunction with the County Council, to appoint Trustees, giving such Trustees so appointed, power to raise Funds equivalent to the Government Grant, the same to be apportioned on the Town and County in accordance with the Assessment, allowing to such Board the same power as is by law now placed in the hands of the Common School Trustees.

At Whitby, *Resolved*,—1. That the number of Grammar Schools within each County be restricted within narrow limits.

2. That in each Senior Grammar School, a Scholarship, or Scholarships, be established, giving Board and Education to the most deserving Pupil, or Pupils, to be elected annually by Public Examination from those in attendance at the Common Schools of the County,—the expense to be borne by the County.

3. That Trustees have power to call upon Townships, Village, Town, or County, Councils, where there are Junior, or Senior, Grammar Schools, for Funds for the support of their Schools, provided that, in order to make taxation equitable, the Council shall assess the several Municipalities in proportion to the number of Scholars from each Municipality receiving instruction at the Grammar School.

After a short discussion this Resolution was withdrawn.

It was then moved and seconded and,—

Resolved,—That it is the opinion of this Meeting that the Grammar School Act should be so amended as to require the County Council to raise a sum of money for Grammar School purposes, at least equal to the Government Grants for Grammar Schools of the County, and that the Town, or Village, in which the School is located provide necessary Buildings; the Council of the said Town, or Village, shall have the appointment of three Trustees; that the Schools so established shall be entirely free to the whole County, and that the distinction between Senior and Junior Grammar Schools be abolished.

Moved in amendment, and seconded, and,—

Resolved,—That the distinction between Senior and Junior Grammar Schools be abolished, and that the several Grammar Schools, now, or hereafter, to be erected, be

allotted Sections, in like manner as Common Schools,—that the County Council be compelled to raise a sum annually equal to the Government Grant, and that the Trustees of the several Grammar Schools be empowered to raise, by Assessment upon each Section, all monies necessary for the maintenance of the School.

After a discussion the amendment was lost, and the original motion was carried unanimously.

Resolved,—That whereas this Meeting has determined that the Grammar Schools in the County shall be continued as County Grammar Schools, and that the same shall be free to the inhabitants of the County, that the necessary Funds for conducting the same required besides the Government Grant, be defrayed out of the funds of the County.

Moved in amendment, and seconded, and,—

Resolved,—That the Municipal Council of the Township, Town, or Village, in which such Grammar School is situated, be required, on petition of the Trustees thereof, to provide for all deficiencies to Teachers' Salaries, and for incidental expenses.

The amendment was lost, and the original motion was carried.

At Cobourg, Resolved,—Whereas the Trustees of Grammar Schools are unable to provide for the efficient working of the said Schools, from having no power to raise Funds for erecting Buildings, or meeting incidental expenses, it is the opinion of this Meeting that Funds should be raised by Assessment for the sustaining of Grammar Schools, on the same principle as is now exercised in the case of Common Schools.

Resolved,—That, in case the Grammar Schools be sustained by general taxation, upon the basis of Common School Assessment, all Pupils residing out of the Town in which the Grammar School is situated, shall be free of any Grammar School-rate.

At Peterboro', Resolved,—That it is expedient that the Law relating to Grammar Schools be so altered as to assimilate it to the Common School law, in so far as requiring the County Councils of each County to raise, by direct Taxation, a sum equivalent to the Government Grant, for the support of such Grammar Schools, and that the Grammar Schools should be made free to all.

At Picton, Resolved,—That, in the opinion of this Convention, it is desirable that the County Council be empowered by law to raise an amount equal to the Government Grant, for the support of the County Grammar School; and that all the Pupils of the County shall be admitted free.

At Napanee, Resolved,—That this Meeting approves of the Grammar Schools becoming County Schools, the County Council appointing half of the Trustees, and providing Funds for their support equal to the Government Grant, and that the Schools be free.

At Kingston, Resolved,—That in order to the efficiency of Grammar Schools and the better accomplishment of the end for which they are designed, three Trustees should be chosen by the County Council, and three by the City, or Town, Council in which the School may be located; the Fees should not be more than $3 per Term, and the balance over the amount of the Legislative Grant and these Fees necessary to pay the Salary of the Teachers, procure suitable School Buildings, provide Furniture, Maps and Apparatus, keep in repair the School Houses and Premises, and any other necessary expenses, should be provided by Municipal Assessment on all the Rateable Property within the limits of the County, including Cities and separate Towns; and the County, City, or Town, Councils, should be required to make such Assessment according to an Estimate laid before them by the Board of Trustees.

At Brockville, Resolved,—That this Convention considers that it would be advisable that the Grammar Schools of these United Counties should still remain under the control of the Counties' Council, and that an Act may be passed requiring such Counties' Council to levy sums for its support, of the same amount as granted by Government, and that any Rates to be imposed may be assessed equally on Towns, Villages, and Counties, and that all have equal privileges as to Trusteeship and otherwise.

At Perth, Resolved,—That in the opinion of this Convention, the election of Grammar School Trustees should be as follows: three Trustees to be appointed by the Municipality in which the Building is erected, and three by the County Council, and that it shall be the duty of the County Council to levy and assess an amount, equal to that apportioned by the Government for the support of the Grammar Schools of the County, and in consideration thereof, the children of the County shall be admitted free of Tuition Fee.

At Ottawa, Resolved,—That if the City Council will provide a suitable Building for a Grammar School, and assess itself to half the amount contributed by Government yearly; and the County Council assess the County for the other half of the amount

granted by Government;—then pupils from the County shall have the same advantages of the Grammar Schools as those who live in Town.

At L'Orignal Resolved,—That it is the opinion of this Convention, that Grammar Schools in Upper Canada should be free; the County Councils to raise a sum annually, by a County tax, equal to the Government Grant;—the Council of the Township, Town, or City, in which the Grammar School is located, to erect suitable Buildings;—three of the Trustees to be appointed by the County Council, and the other three Trustess by the Township, Town, or City, Council, or Police Village, (as the case may be.)

At Kemptville, Resolved,—That whereas in many places throughout the Country, there exists much difficulty in the support of Grammar Schools; especially of the Junior Class; and inasmuch as every one is interested and benefited by the progress of Education; also, having the principle avowed and acted upon in the present School Law, this Convention expresses its conviction, that the County within which such Grammar School is situate, should be required by law to raise at least a sum equal to the Government Grant; and that the School shall be free to the County within which said School is situated.

At Iroquois, Resolved,—That the Trustees of the Grammar Schools be authorized to raise by Assessment on the County a sum equal to the Government Grant; and that for the balance of the expenses of the School, the Trustees be authorized to levy that amount by Assessment on the Municipality within which the School is situated; and that the Grammar School be free to the children of the County.

At Cornwall,—It was Moved and seconded That, in the opinion of this Meeting is expedient that the Board of Grammar School Trustees should possess powers similar in every particular to those possessed by the Board of Common School Trustees, as far as the County is concerned, in which the Grammar School, or Schools, may be situate.—The motion being put, was lost.

In amendment, it was moved and Seconded, and *Resolved*,—That this Meeting approves of the plan proposed for making the Grammar School of each County free, by levying on the property of the County a sum equal to the Government Grant; and is further of opinion, that the County should contribute a portion of the fund required for the erection of Buildings and the furnishing of Apparatus for such Schools.—Carried.

2. Resolutions in Regard to Truant, or Vagrant, Children.

At St. Catharines, Resolved,—That in the opinion of this Meeting, it is very desirable that an Act should be passed by the Legislature, by which Truant Children in Townships, Cities and Towns would be compelled to attend some School: and that power be vested in the Municipal Councils of such Townships, Cities and Towns to deal with such Children.

At Welland, Resolved,—That, in the opinion of this Convention, the Municipal Councils throughout the Province should be invested with power to deal with the case of Vagrant Children, with regard to providing for their attendance at school, in cases where the privileges of Free Schools are provided by such Municipality.

At Cayuga,—It was moved and seconded, That this Convention is of the opinion that idle and unprotected Children should be educated by Commitees at the public expense, and that Municipliaities should be invested with the power to compel indigent children to attend school, and that the Legislature be addressed to afford such powers.

1st Amendment,—Be it *Resolved*,—"That it is inexpedient that Municipalities should be vested with a discretionary power to enforce the parents of idle and Vagrant Children to send them to school, but that a General Law be enacted to compel the parents of such children to send them to school."

2nd Amendment,—Moved and seconded, That, whereas our Laws and Parliament do not prescribe to us what we shall eat, drink, or wear, it is the opinion of this Convention, that neither should our children be obliged by Legislative enactment to attend school, but that the matter should be left, as now, to the good sense and progressive civilization of the people.

The original motion and amendments being severally put, the original amendment was carried.

At Simcoe, Resolved,—Whereas a system of free Education is becoming almost universal in this County, and whereas many Parents value so lightly the inestimable blessings thereby placed within their reach, as to neglect sending their children to school, be it resolved: That this Meeting do memorialize the Reverend Superintendent of Education, to use his exertions to have the School Laws so amended as to empower Muncipal Councils, or School Trustees, in whose Corporations Free Schools exist, to

enforce the attendance at such Schools of unemployed Children, whose Parents are so forgetful of their duty as to neglect their childrens' education.

At Guelph, Resolved,—That in the opinion of this Meeting some provision should be made by the Legislature, to ensure the education of those children within school ages, whose Parents are neglecting their education.

At Berlin, Resolved,—That this Convention doth hereby express the desire that the Legislature pass a law making provision for the education of children between the ages of 6 and 14 years, and to render it obligatory on the Parents to send their Children to the Public Common Schools, where it can be shown that no other education is being provided for such Children.

At Stratford,—No Resolution was moved on the subject, but the opinion of the Meeting appeared to be that a discretionary power should be conferred upon the Municipal Councils on the subject, which was thought sufficient to meet the object in view.

At Goderich, Resolved,—That it would be better that the several Municipalities should have power to make Regulations with regard to Vagrant Children, between the ages of 7 and 14 years of age, for educational purposes.

At Sarnia, Resolved,—That sufficient power and authority be granted by Act of Parliament to every Municipality in Upper Canada, whether City, Town, or Village, to provide for the proper education and care of Vagrant Children in each Municipality.

At Sandwich, Resolved,—That it is the opinion of this Meeting, that a law should be passed in regard to the attendance of children, and that it would be desirable to have a provision introduced into the Municipal Law, enabling Municipalities to pass By-laws to compel the attendance of children between the ages of 7 and 14 years, at School.

At Chatham, Resolved,—That it should be made compulsory upon Parents to send their children to School during such times, and between such ages as the Legislature may see fit to fix.

At London,—Moved and seconded, that it is the opinion of this Meeting that the Common School Act should be amended so as to invest the Municipal Authorities with power to enforce the attendance of Vagrant Children at School, within the age mentioned in the School Act.—Carried unanimously.

At St. Thomas, Resolved,—That it is the opinion of this Convention that the School Law should be so amended as to secure the attendance of children on the means of Common school education, by the imposition of a Poll Tax on those of school age who do not attend.

At Woodstock, Resolved,—That in the opinion of this Meeting it is advisable, (in the event of a change introducing the Free School System), to refer the subject of the compulsory education of Vagrant Children to the different Municipal Councils.

At Milton, Resolved,—That, in the opinion of this Meeting the Municipal Law of this Province should be so amended as to empower Municipalities to adopt such measures as may seem most advisable, to require and secure the attendance of all children between the ages of 7 and 12 years at some School, either public, or private.

At Newmarket,—After a Resolution on Free schools—had been passed, it was Resolved,—That Vagrant Children be compelled to attend some school.

At Cobourg, Resolved,—That the Municipal Authorities be empowered by Statute to compel the attendance of Pupils of school age at the various Schools under their supervision, or otherwise.

At Peterboro', It was moved and seconded, That authority should be invested in the Municipal Corporations to compel all children not attending any school, between the ages of six and fourteen years, to attend a school; and that the refusal of the Parent to send the child to school, as required, should be considered an offence against the Municipal laws, and be punishable as such.

In amendment it was moved and seconded, That, in the opinion of this Meeting the principle of compulsion applied to Parents to have their children attend school, is an interference with the prerogative of the Parent over his children, which the State has no right to invade. The original motion was however, carried by a very large majority.

At Kingston, Resolved,—That a Truant Law, similar to that which now exists in the Cities and Towns of the New England States, is desirable for the Cities and Towns of Canada, and would, if introduced and efficiently carried out, secure to many children a better education, promote morality and the best interests of society, and would especially secure the education of Truant Children generally.

At Perth, Resolved,—That in the opinion of this Convention, some Legislative enactment should take place, to compel parents to send their children, between seven and fourteen years of age, to school, in municipalities where Free Schools prevail.

At Ottawa,—Moved and seconded, That this Meeting, disapproves of any School System that inflicts compulsory attendance. And thereupon the following amendment was offered:

That in the opinion of this Convention,—if the principle of compulsory taxation for education be conceded, then this Meeting is of opinion, that compulsory attendance at the Schools by the children of the County, should also be enforced.

The amendment was declared carried in the affirmative, by the casting vote of the Chairman.

At L'Orignal, Resolved,—That, as it is proposed to tax all parties for the support of Grammar and Common Schools alike it is likewise expedient for the attainment of the benefits in view, that some means be adopted to insure the regular attendance of all children of suitable age, at some school within their respective Sections.

At Iroquois,—It was *Resolved*,—That, in the opinion of this Convention the interests of education and of the community demand that School Trustees should have the power to require that all children of the school age, resident in their Sections, should attend school a certain portion of their time.

3. Resolutions in Regard to Free Schools.

At Welland, Resolved,—That, in the opinion of this Convention, the interests of Education would be promoted by the adoption of a law of an uniform Free School system applicable to the whole Province.

At Cayuga, Resolved,—That the Convention is clearly of opinion that the Free School System is the best that can be adopted for the Country.

At Brantford, Resolved,—That a Petition be forwarded to the Legislature, asking for a Free School Act for the Province.

At Simcoe, Resolved,—That, in the opinion of this Meeting, the principle of Free Schools has proved the best means of insuring the general education of the people, and that his Meeting memorialize the Chief Superintendent of Education, to embody the Free School principle, in the Draft of the amended School Act, to be submitted to the Legislature.

At Guelph, Resolved,—That the Legislature be requested to adopt the Free School System as the School System of Upper Canada.

At Berlin, Resolved,—That this Convention do express their desire that the Legislature establish by enactment the Free School System throughout Upper Canada.

At Stratford, a Resolution was unanimously carried in favour of a General System of Free Schools.

At Goderich, Resolved,—That it is the opinion of this Meeting that all Common Schools should be Free.

At Sarnia, Resolved,—That the System of Free Schools should be established by law, and no longer be left, as at present, to the decision of the people at the Annual School Meetings.

At Sandwich, Resolved,—That the School Law be so altered that all Common Schools may become Free.

At Chatham, Resolved,—That this Meeting is of opinion that the System of Free Schools having been sufficienly experimented on, should now be established by Statute, and not left any longer to be voted upon from year to year by the public.

At London, Resolved,—That the Rate Bill be abolished, and Free Schools be established in this Province.

At St. Thomas, Resolved,—That, it is the opinion of this Convention, that through the ability and the indefatigable perseverance of the Chief Superintendent of Schools, the Educational System of Upper Canada has risen to a high order of efficacy, and that it is advisable that its benefits, be extended by the adoption of the plan of universal Free Schools, thus providing education for all, irrespective of the casual advantages of wealth, or the incidental circumstances of neighbourhood, thus giving to every child of Canada West, the full and the free privilege of a Common School Education. Carried unanimously.

At Woodstock, It was moved and seconded, and, That it is the opinion of this Meeting that the time has arrived, when it is desirable that the Free School principle should be extended, by Statute, to all the Common Schools in Western Canada.

In amendment it was moved, and seconded, that it be,—

Resolved,—That this Meeting does not think that the time has arrived when the Common Schools of our Country should be free. The amendment was lost, and the original motion was carried almost unanimously.

At Milton, Resolved,—That, in the opinion of this Meeting the mode of raising the expenses of Common Schools by direct taxation, is expedient, and it would, therefore, recommend that an Act be passed to that effect.

At Newmarket, Resolved,—That the Legislature be requested so to amend the School Act as that the Public Schools of our Country be made Free.

At Cobourg, Resolved,—That all Common Schools should be Free by Statute.

At Peterboro', Resolved,—That, in the opinion of this Meeting the School System should be made an absolutely Free School System at as early a period as possible.

At Picton, Resolved,—That it is the opinion of this Convention, that all Schools should be Free, and that a Law shall be passed, making it compulsory on Parents and others to send their children to School, under a Free School System.

At Napanee, Resolved,—That this Meeting approves of the System of Free Schools, if provision can be made to require the attendance of the children at some School.

At Kingston, Resolved,—That, in the opinion of this Meeting, considering it equitable in itself that the property of the State should educate the children of the State, and considering also that the principle of Free Schools is already very extensively admitted and practised in Upper Canada, and that its general adoption would tend to promote the unity and prosperity of the Common School System, the time has arrived when the principle should be universally adopted, and education made free to every child in the Province; and to accomplish this important purpose it is desirable that the Trustees in School Sections should have the power, as those in Cities and Towns now have, to determine whether their Schools shall be free.

At Brockville, Resolved, unanimously,—That, believing universal education to be a universal benefit, in the opinion of this Meeting the System of Free Schools is the System best adapted for the furtherance of education in Canada; and believing also, that when a community voluntarily offers Free education, the welfare of society requires the compulsory attendance of all Vagrant Children.

At Perth, Resolved,—That in the opinion of this Convention, the general introduction into Upper Canada of the Free School System, (the vast and various benefits of which have been abundantly manifested), by Act of the Parliament, would be wise and salutary, and calculated to advance the best interests of our Country.

At L'Orignal, Resolved,—That it is the opinion of this Convention, that the present very general monthly payment exacted of Parents, or Guardians sending children to the Common Schools, be abolished, and the Common Schools made Free, as the term is usually understood.

At Iroquois,—It was *Resolved*,—That, whereas the practical working of our excellent School Acts, so widely and energetically carried out, has proved highly beneficial to the Country at large,—and whereas the Free School has proved itself much more effective than Schools where Rate-bills are imposed,—therefore, be it resolved, that, in the judgment of this Convention, the time has come when all Common Schools throughout Upper Canada should be made Free by legislative enactment.

At Cornwall, Resolved,—That this Convention recognizes the principle, that it is the duty of the State to provide the means of education for all the youth within its jurisdiction—and, therefore, it is its duty to see these means carried out by Legislative enactment.

4. Miscellaneous Resolutions.

Disribution of the Upper and Lower Canada School Grants.

At Sarnia, Resolved,—That this Meeting considers the present system of distributing the public money in Upper and Lower Canada unjust. That, in any proposed amendment to the School Law, provision should be made for the apportionment of all Parliamentary Grants to the two sections of the Province, in proportion to the number of children attending the Schools, or in proportion to the local contribution for school purposes.

Canadian Series of School Books.

At Newmarket, Resolved,—That our School Books might be improved by revision. The different Sciences treated of in them ought to be brought up to the present advanced state of those Sciences. And furthermore, that a series of Lessons be introduced on the Sciences of Political Economy and Moral Philosophy, and that the Books be made to partake of as national a character as possible.

County, or Circuit, Local Superintendents, and their Qualifications.

Resolved,—That it is the opinion of this Convention that County, or Circuit, Superintendents should be appointed in place of the present local, or Township, Superintendents and that these Officers ought to be in connection with the Education Department, and that they should be required to be possessed of a requisite amount of scholastic attainments.

At Barrie, Resolved,—1. That, instead of numerous Superintendents, one, or more Inspectors should be appointed by the County Council for the Common Schools of each County. That such Inspectors should themselves have exercised with success the office of School Teachers.

2. That no one Inspector should have supervision over fewer than seventy-five, or more than two hundred, Schools.

3. That a sufficient Salary should be provided for each by the County Councils, and that they should be required to make the Inspection of Schools their exclusive business.

At Cobourg, Resolved,—That this Meeting approves of the appointing of County, instead of Township, Superintendents.

At Whitby, Resolved,—That it is highly expedient, where practicable, that there be but one School Superintendent appointed for each County.

Too frequent change of Teachers.—Increase of Trustees.

Resolved,—That that part of the School Law, in reference to the frequent change of Teachers, works very injuriously to the position and the welfare of Teachers, and it is hence hereby recommended that the number of School Trustees in each Section be increased to five, one of which shall retire annually, and that all have a voice in the engagement of the Teacher during any period of their term of office, and that said Trustees should be empowered to engage a Teacher for a more extended term than one year, guarded by suitable conditions.—Carried.

It was moved and seconded,—That as there is a great evil felt in many Sections, and in Towns and Villages especially, in reference to the time of Trustees' election being so nearly coincident with the Municipal Elections, a change of the date of these elections is earnestly recommended.—Lost.

Resolved,—That it would be conducive to the physical and mental development of the pupils, as well as to the general efficiency of our Common Schools, if every Saturday were a holiday, instead of every alternate Saturday, as the law now stands.

Compulsory Selection of School Sites.

At Cobourg, Resolved,—That it is desirable that School Trustees should have the same power of selecting School Sites as Township Councils have to have roads where desirable.

AT THE SCHOOL CONVENTION A DINNER WAS GIVEN THE REVEREND DOCTOR RYERSON, AT COBOURG.

Doctor Ryerson was entertained at a Dinner given him by the Teachers of the United Counties of Northumberland and Durham, at Cobourg, on the occasion of his Official Visit, on the 21st of February, 1860.

Sheriff Fortune occupied the Chair, and among the company were the Venerable Archdeacon Bethune, the Honourable Sidney Smith, the Mayor of Cobourg, ex-Sheriff Ruttan, and others. The Chairman proposed the health of their Guest, Reverend Doctor Ryerson. In the course of his speech, he made the following remarks:—I thank you from the bottom of my heart for the generous and hearty manner in which you have received this Toast. Surely it is a matter of congratulation to me to see the day I now see—that I never expected to see—and the glowing feelings that animate our hearts at the glorious progress of Education in the Country. The Meeting, composed as it is partly of Common School Teachers and of others, who hold high positions in the Country, speaks loudly in regard to the influence of education in the Country. We have cordially responded this evening to the usual Loyal Toast. I can well recollect the time when that Toast would not have been received with cordiality. But our prosperity has

given birth to feelings of loyalty. It was apprehended that in proportion to the freedom we enjoyed, might the bonds of connection between us and the Mother Country be weakened. But so far from this,—although all the self-government was given us that we could wish for,—we find that the very exercise of that freedom and self-government has called forth a cordiality and a depth of feeling and attachment that has made the name of Victoria an honoured word—a word of magic and power, in the hearts of the people. For proof of this need I point to the grateful offering of a Regiment of men raised in a very short time, for the cause of England? The hearty answer made to the threatened invasion of England by the enrolment of 500,000 volunteers, proves that there are yet true hearts and native energy in England.

He was deeply impressed with the great importance of the Teacher's work, its elevating—he had almost said its divine—nature, because it was that which operated on the immortal mind and divine heart of man. Such work needed long and careful training of the workmen, and there had been an immense improvement in this respect throughout the Province. Fifteen years ago, such an array of able and respectable Teachers as those present, could not have been found in the Country. The people had learned that the best paid talent was the most economical, because it secures the greatest efficiency.

In reply to a Toast from Doctor Beatty (the Mayor), the Honourable Sidney Smith, in acknowledgment, bore ample and cheerful testimony to the ability, zeal, and patriotism displayed by the respected Chief Superintendent of Education, in the arduous duties of his office.—

The toast to "The Trustees of the Grammar Schools and Common Schools," was most ably responded to by the Venerable the Archdeacon of York, who bestowed a graceful eulogy on the Chief Superintendent of Education, for the honesty of purpose and unquestionable ability which he had manifested in the discharge of the duties of his office.*—*Colonist and Cobourg Star.*

V. Letters in regard to the Proceedings at the County School Conventions.

Note. During the Meetings of the County School Conventions, Doctor Ryerson wrote me several private Letters as to how he was succeeding at these Meetings. I insert only two of them, as they give the best general account of how the Meetings progressed.

The Meeting at St. Catharines yesterday was well attended by the Clergy and other Persons of consideration, and was interesting, although a considerable part of the time was taken up by the Coloured People, in consequence of their having a School for themselves alone. Their Schoolhouse was the best furnished with Maps, and had the best Teacher in the Town.

The Meeting adopted a Resolution, (drawn up at my suggestion by the Reverend Mr. Dixon and the Reverend Mr. Phillips, in favour of making the Grammar School the School of the Town, etcetera, also another Resolution in favour of enabling Municipal Councils to deal, at their discretion, with the cases of children attending no School.

A similar Resolution was adopted at the Welland County Convention this afternoon, which was very largely attended by the Teachers, and by the children of four Schools, with flags. The Clergy also, and the Local Superintendents, and many Trustees were there. The Court House, Gallery, Jurors Seat, Area and all were filled to overflowing.

*During the recent Tour of the Chief Superintendent throughout Upper Canada, several very complimentary Addresses were presented to him by Municipal and other Bodies, especially in the Counties of Welland, Norfolk, (his native county), Northumberland and Hastings.

A written County Address, adopted by the Meeting, was presented to me, to which I returned a written Answer. I then addressed both the children and the Assembly at large.

On Motion of the Reverend Mr. Bell, the Meeting adopted a Resolution in favour of a general Free School Law for the whole Province, and then one in favour of enabling Municipal Councils to deal with cases of Vagrant Children, or Children not attending any School.

Several Teachers and others spoke at the Meetings, and there was a great deal of intellectual power and talent displayed by the speakers at the Meeting to-day. The general feeling is, that the School Law cannot be much improved.

A prominent feature of my Addresses has been the rights and responsibilities of the people in the several Municipalities and School Sections in regard to the Schools, and School System, and the facilities provided to aid them. I referred to the Canadian production of Maps and Apparatus in connection for the Schools and alluded to my coming among them in Canadian dress,—that our aim should be to be Canadians inside and outside,—in Manufactures, as well as Agriculture, Books, Teachers, School, System, Laws, etcetera. Yesterday the allusion was received with hearty applause, but to-day the Meeing rose almost to a man, and cheered, and almost shouted in response to my appeal.

My visit to the Counties seems to give much satisfaction, and the best feeling appears to exist in regard to myself and the School System.

MERRITTSVILLE, January 17th, 1860. EGERTON RYERSON.

2. There was a large and excellent Meeting at Napanee, and a good one here today. I never saw so much interest in the subject of Education, and such apparent delight with the explanations and remarks made, and the principles elucidated.

I feel no doubt now of being able to improve very greatly the position and usefulness of the Grammar Schools. The Country seems, thus far, to be more unanimous in favour of Free Schools East, than west of Toronto. At two of the Meetings Resolutions were passed in favour of County Superintendents, in others nothing was said on the subject. It seemed to be a matter of delicacy.

KINGSTON, February 27th, 1860. EGERTON RYERSON.

3. LETTER IN REGARD TO THE COUNTY SCHOOL CONVENTIONS AND THE SCHOOL BILL OF 1860, DRAFTED AS THE RESULT OF THESE MEETINGS.

NOTE. Mr. James Ross, M.P.P., having addressed a Letter to Doctor Ryerson in regard to his Draft of School Bill of 1860, as the result of opinion expressed at the County School Convention, Doctor Ryerson replied to him as follows:

1. In reply to your note and suggestions, for which I thank you, I desire to say, that I have, within the last few months, consulted the Local Superintendents, Trustees and others at County School Conventions throughout Upper Canada on the provisions contained in the School Bill to which you refer. One object specified in the printed Circular calling these County Conventions in Upper Canada, was "To consider any suggestions which may be made for the improvement of the School Law, the improvement of the Schools, the diffusion of Education, and the extension and usefulness of the Public Libraries."

2. On the subjects embraced in some of the provisions of the School Bill, which I have drafted, diversity of opinion existed among the friends of Education at the Meetings referred to; and I introduced them into the Bill, as I stated in a Memorandum, for the consideration of a School Committee of the House, before whom I could state the reasons for, and against, such provisions, and then leave the Committee to retain,

modify, or omit, them altogether, as it might think proper.* The Seventeenth Section of the Bill was one of that kind. The Twenty-second Section was another. There were some very intelligent parties at the Meetings who wished the Local Superintendents to be appointed by the Education Department, or on its recommendation. I objected, as it would cause me much thankless trouble; but, at length, I consented to do what I could to meet the wishes of any County Council on the subject. The Forty fourth Section of the Bill was not in my original Draft of it, but was added afterwards, on the suggestion of the Inspectors of Grammar Schools, who are also Examiners of Candidates for Grammar School Masterships.

3. I have not desired, (as I have stated in my Memorandum on the Bill,) to have any Sections of it passed which were not generally consented to at the Meetings by those of all parties who would make themselves acquainted with the subject, and consider it with a view of improving the Law.

4. But, when any Persons with whom I have conversed, or corresponded, to consider the subject at all or to afford me an opportunity to state the wants and wishes of the people, as I have ascertained them, and make, (what was never done before,) legislation in School matters a party proceeding, I have no alternative but to do the best I can under the circumstances to relieve various Managers of School affairs from many Law Suits and embarrassments, in which they were involved, in consequence of the ascertained defects of the present Law. It has been found, that, where Trustees have misapplied, or refused to account for, School moneys, there are no means of making them account for these moneys; that legal effect cannot be given to the awards of Arbitrators; and that many disputes and difficulties arise in other local matters which cannot be adjusted as the law now stands, and arising from Court Decisions, and changes in the Municipal and other Laws. I have learned from a legal Gentleman in Toronto, who has much practice in such matters, that litigation under the School Law was trebled during the last three, or four years, especially during the last two years.

5. I think that the remedy for such evils as you allege should have stronger claims upon the prompt attention of Legislators than party tactics. It has only been on account of ignorance of what are now found to be defects in the provisions of the law referred to, that has caused it to work even so well.

6. I should regret beyond what I can express making School matters a game of party politics. I have sought to keep party politics out of School Legislation and School affairs. But, if any number of Members of the Legislature are involved,—after the example of a prominent Member of it,—to drag the sacred interests of education into the arena of party politics, I shall have no desire but to act according to the exigences of the case, and the Country will judge whether those who seek to remedy the deeply and widely felt defects in certain provisions of the law, or those who oppose even the consideration of them, are acting with a view to the convenience of the local Managers of School affairs and the interests of the Schools.

7. I have sought to act with perfect impartiality to men of all parties and sects; but I am resolved to do what I can to promote the interests of education, irrespective of parties, and rely upon the candid and honest of all parties for assistance and support.

QUEBEC, May 10th, 1860. EGERTON RYERSON.

*The School Act of 1860, will be found on page 45 of the preceding Volume of this Documentary History.

CHAPTER VIII.

CORRESPONDENCE WITH THE GOVERNMENT IN REGARD TO FINANCIAL MATTERS, 1860.

I. MEMORANDUM FOR THE HONOURABLE J. C. MORRISON, RECEIVER-GENERAL, ON THE APPLICATION, BY ORDER-IN-COUNCIL OF CERTAIN UNEXPENDED SCHOOL MONEYS OF UPPER CANADA TO PAY FOR THE NEW MODEL-GRAMMAR SCHOOL BUILDING, EDUCATIONAL MUSEUM, AND MODELS FOR A SCHOOL OF ART, AND ADDITIONAL AID FOR THE SUPPORT OF THE NORMAL AND MODEL SCHOOLS, MODEL GRAMMAR SCHOOL, AND SCHOOL OF ART AND DESIGN.

1. The accompanying copy of my last Official Letter to the Government on these subjects contains all needful explanations on the subject.*

2. The Estimates, on which the legal provision was made for all these Schools were made in 1850 and 1853, before the rise in the prices of all articles of food and the general expensiveness of living. Since then, increase has had to be made in the Salaries of all the Masters, Teachers and Servants employed; several subjects have been added to the Courses of Instruction; and two additional Teachers have had to be employed. There have been also some alterations and heavy repairs required in the Buildings. But the sums from the Normal and Model School Grants, which had been saved during the earlier operations of these Schools, proved sufficient to meet these increased miscellaneous current Expenditures until 1857.

3. That total of the balances of the School Library and Apparatus Grants, up to the end of 1859, is $105,770.53, of this sum $56,723.15 have been, from year to year, applied to increase the Legislative Grant to the Common Schools of the Province, as authorised by law, leaving $48,447.38 still unappropriated, of this sum, $32,284.71 have been applied to the completion of the Model Grammar School Building and Play Sheds, the Museum and Models for the proposed School of Art and Design, and the increased expenses of all the Schools,—especially the Model Grammar School; and this application requires the formal sanction of an Order-in-Council; leaving a balance of $16,162.67 still unexpended. That balance has been accumulating at the rate of about $20,000 per annum; and, out of this increased annual unexpended balance, I propose the application of $3,000 as an additional aid for the support of all the Schools, —including the Normal, and two Model, Schools, and the Model Grammar School; and $2,000 for the establishment and support of the School of Art and Design. The annual appropriations, (except for the School of Art and Design), should take effect from the first day of January, 1858, in order to cover the sums already paid by the Department.

4. The Order-in-Council required should embrace the substance of the clause of the late Draft of School Bill on the subject, and to the following effect.

Out of balances of the Public School Library and Apparatus Appropriations, which have been made, but which have not as yet been expended, or called for on account of those purposes from year to year, (which uncalled for balances amount to about $20,000 per annum,) the following expenditures are authorised:

1. The sums necessary to pay, (up to the first of January, 1860), for the erection of the new Model Grammar and Model School Buildings and appendages, and for the Educational Museum and collection of Models for the School of Art and Design; the

*For a copy of this Letter, (not reinserted here), to the Provincial Secretary, see pages 319-323 of the Twelfth, and pages 287-289 of the Fourteenth, Volume of this Documentary History.

former not to exceed $12,804.82, according to the Amounts rendered to the Auditor, and the latter not to exceed $13,292.07, according to the amounts also thus rendered.

2. A sum not exceeding $3,000 per annum, in further support of the Normal School, two Model Schools and the Model Grammar School, in the latter a Normal Class to be established for the better training of Masters and Teachers for the County Grammar Schools.

3. A sum not exceeding $2,000 per annum for the establishment and support of a School of Art and Design for Upper Canada, as explained in the accompaning Letter to the Provincial Secretary, of the 7th of September, 1859.*

After all these applications are granted, the present unexpended balance of the School Library and Apparatus appropriations will be $12,350.49; and the annual unexpended balances will be nearly $20,000.

TORONTO, July 12th, 1860. EGERTON RYERSON.

II. STATEMENT OF THE EDUCATIONAL DEPOSITORY TRANSACTIONS FROM 1850 TO 1860 INCLUSIVE; ALSO WITH STATEMENT OF STOCK ON THE 31ST OF DECEMBER, 1860.

	$ cts.	$ cts.	$ cts.
Paid for Imported Books, Maps and Apparatus, including Exchange and Duty during the 11 years	190,073 09		
Paid Toronto Manufacturers and also for purchases	30,992 91		
		221,066 00	
Publishers' Packing charges	2,037 88		
Agency and transportation in England and United States	7,863 43		
Transportation paid in Toronto	6,708 17		
Wrapping paper, Boxes, Twine, printing Catalogues, etcetera, also Insurance and Miscellaneous Contingencies	14,339 19		
Salaries of Persons employed in the Depository	9,793 41		
		40,742 08	
			261,808 08
Total value of articles sold since the Establishment of the Educational Depository (1850-1860.)			
Library Books		99,878 31	
Maps and Apparatus from 1855 to 1860		72,639 58	
Maps and Apparatus before 1855 to 1860, and articles at net prices 1850-1860		49,779 34	
			222,297 23
Amount of Stock to be accounted for			$39,510 85
But, assuming that the Stock has been taken on an average at 20% advance upon cost price, after paying Exchange, and we add the amount by which $40,742.08 (Expenses) is less than 20% of $221,066, videlicet			3,471 12
We should have to account for stock at selling prices, amounting to			$42,981 97
But the stock as taken shows			54,030 69
Which leaves a margin to cover depreciation in value, errors and other contingencies of			$11,048 72

TORONTO, March, 1861. ALEXANDER MARLING, Accountant.

III. SUMMARY OF STOCK ON HAND, 31ST DECEMBER, 1860.

	$ cts.	$ cts.
On hand—Maps, Apparatus and Text Books		31,039 81
Library and Prize Books	20,785 03	
Books in Council Room as formerly, estimated	2,225 85	
		22,990 88
		$54,030 69

*See note on preceding page.

	$ cts.	$ cts.	$ cts.
Amount of stock on hand on the 31st of December, 1859			58,080 02
Paid for Imported Articles from the 1st of January to the 31st of December, 1860	10,707 31		
Paid Toronto Manufacturers and for sundry purchases	7,308 67		
		18,015 98	
Publishers packing charges	37 52		
Transportation, paid in Toronto	627 58		
Insurance, paid in Toronto	216 40		
Illumination on Prince's Visit	88 46		
Wrapping Paper, Boxes, Printing and Miscellaneous Contingencies	459 76		
Salaries of Persons employed in the Depository	1,540 00		
		2,969 72	
			20,985 70
			$79,065 72
Value of Articles sold during 1860 :			
Library Books		5,289 56	
Maps, Apparatus and Prizes		16,829 60	
Articles at net catalogue prices		5,417 93	
			$27,537 09
			$51,528 63
Assuming that the Stock was taken on an average at 20% advance upon cost price, after paying Exchange, and we add the amount by which $2,969.72 (Expenses) is less than 20% of $18,015.98, videlicet			633 47
The amount of stock to be accounted for would be			52,162 10
And the stock as taken amounts to			54,030 69
Showing the Depository to have gained during year			$1,868 59

TORONTO, March, 1861 ALEXANDER MARLING, Accountant.

IV. LETTER TO THE CHIEF SUPERINTENDENT OF EDUCATION FROM THE PROVINCIAL AUDITOR.

When the Public Account come out you will see that I state your Account somewhatwhat differently that what you do. As to the distributions of the Warrants which you receive amongst the several services under your superintendence, I follow you, in so far as the services are chargeable on the Consolidated Fund, but, when we come to deal with the Grammar School Fund, I must alter your distribution to agree with our Books. In your application, dated the June 24th, 1859, you state that the Grammar School Apportionment for the year was $36,216.00, and you add, that $18,108 will not be wanted for distribution until December. We therefore, made $18,108.00 of this Warrant, then issued, chargeable on the Grammar School Fund, and the balance on the Legislative School Grant. In your distribution for the Quarter, ending June 30th, you apportion $17,806 to the Grammar Schools, which I have altered to correspond with our Warrant, and I have deducted the difference from your item of Common Schools. In the last Quarter you applied only for $11,915.00, instead of for the same sum as in the first half year. The Warrant issued for that amount and was passed in 1859, although probably not received by you until after the new year. I have, therefore, added that sum to your Warrants, which leaves you a balance in hand, instead of a balance over expended on the 31st December, 1859.

For the future I will take care that the payment to you for Grammar Schools is made by a Separate Warrant, so to prevent the recurrence of my difference between our Accounts.

I have just made out the statement of the Grammar School Fund. The net income of 1859 was $35,974.22 and the expenditure applicable to the year was $30,023.80. The balance at the credit of the Income Fund on December the 31st was $23,317.14.

QUEBEC, March 3rd, 1860. JOHN LANGTON, Auditor.

V. Reply to the foregoing Letter by the Deputy Superintendent of Education.

I have the honor to state, in reply to your Letter of the 3rd instant, that, in reporting to the Provincial Secretary the amount apportioned to Grammar Schools for 1859, it was not meant that the Department intended to draw the whole sum, since a large amount of the apportionment made consisted of a balance in hand; and, if the whole amount had been drawn, in addition to the Warrant issued in January, on account of 1858, the usual Income for the year would have been exceeded.

The following statement will show the amount of Income intended to be applied for during 1859, and I regret that the arrangement has been altered:

(1) Balance in the Public Accounts of 1858.....	$31,822 43	
Less difference in Estimates of 1858.....	1,400 00	
		$30,422 43
Grant of 1859	10,000 00	
Estimates of 1859	2,355 58	
		12,355 58
		$42,778 01
(2) Proportion of Warrants applied to Grammar Schools:		
1859, January the 2nd. For last half of 1858...	$13,056 20	
1859, June the 28th. Part of 1859	17,806 00	
1860, January the 2nd. Balance	11,915 81	
		$42,778 01

Toronto, March 15th, 1860. J. George Hodgins, Deputy Superintendent.

VI. EDUCATION DEPARTMENT BALANCE SHEET ON THE 31ST DECEMBER, 1860.*

Receipts.			Names of the Different Accounts.	Expenditure.		
Balance 1st January.	Receipts during the year.	Total Receipts.		Balance 1st January.	Expenditure during the year.	Total Expenditure.
$ cts.	$ cts.	$ cts.		$ cts.	$ cts.	$ cts.
14,243 91	149,431 00	163,674 91	1.—Common School Grant	.....	143,912 33	143,912 33
.....	2,000 00	2,000 00	2.—Poor School Fund	250 07	682 00	932 07
4,459 28	6,141 00	10,600 28	3.—Roman Catholic Separate Schools	.....	7,605 81	7,605 81
6,020 54	31,500 80	37,521 34	4.—Grammar School Fund	.....	29,800 00	29,800 00
.....	7,944 00	7,944 00	5.—Model Grammar School and Inspectors	13,144 82	9,278 00	22,423 67
.....	15,511 21	15,511 21	6.—Normal and Model Schools	6,187 82	19,188 74	25,376 56
970 16	14 71	984 87	7.—Building Fund of 1850-1854	.....	984 87	984 87
3,642 04	23,880 33	27,522 37	8.—Libraries, Maps and Apparatus	.....	20,985 70	20,985 70
.....	4,450 00	4,450 00	9.—Superannuated Teachers	531 81	4,185 61	4,717 42
1,194 55	1,916 28	3,110 83	10.—Journal of Education	.....	1,648 04	1,648 04
.....	3,201 00	3,201 00	11.—Educational Museum and Library	13,292 07	442 53	13,734 60
				33,406 59	238,714 48	272,121 07
			Balance on the 31st of December, 1860	.....	.....	4,399 74
30,530 48	245,990 33	276,520 81	Total	.....	.....	276,520 81

* This Balance Sheet is the Summary of Eleven detailed Statements given in the Annual Report, but are not repeated here. They can be seen in the Appendix to the Journals of the House of Assembly for 1861.

NOTE.—The following is the Balance Sheet drawn up in the Audit Office, as explained by the Auditor, in his Letter to the Education Department on page 99, dated the 3rd of March, 1861.

VII. The Chief Superintendent of Schools in Account with the Educational Funds Canada West for the Year 1860.

Balance 1st January.	Warrants.	Other Receipts.	Balance 31st Dec'r.	SERVICE.	Balance 1st January.	Expenditure.	Balance 31st Dec'r.
$ cts.	$ cts.	$ cts.	$ cts.		$ cts.	$ cts.	$ cts.
13,941 91	149,734 00	.....	.....	Common Schools	.....	143,912 33	19,763 58
.....	2,000 00	.....	.....	Schools in Poor Townships	250 07	682 00	1,067 93
.....	12,200 00	3,311 21	9,865 35	Normal School	6,187 82	19,188 74	.....
970 16	.....	14 71	.....	Building Fund	.....	984 87	.....
3,642 04	7,200 00	16,685 33	.....	School Libraries	.....	20,990 70	6,536 67
.....	4,000 00	450 00	267 42	Superannuated Teachers' Fund	531 81	4,185 61	.....
.....	2,800 00	401 00	10,533 60	Museum	13,292 07	442 53	.....
1,194 55	1,800 00	116 28	.....	Journal of Education	.....	1,648 04	1,462 79
18,238 34	38,565 00	.....	.....	Grammar Schools	.....	29,800 00	27,003 34
.....	4,000 00	2,944 00	14,139 67	Model Grammar Schools	12,804 82	8,278 85	.....
4,459 28	6,141 00	.....	.....	Separate Schools	.....	7,605 81	2,994 47
.....	1,000 00	.....	340 00	Inpectors of Grammar Schools	340 00	1,000 00	.....
$42,446 28	229,440 00	23,922 53	35,146 04	..... Totals	$33,406 59	238,719 48	58,828 78

RECAPITULATION.

	$ cts.	$ cts.		$ cts.	$ cts.
To Balance on hand 1st January	42,446 28		Expended during the year	.....	238,719 48
Less Balance over-expended	33,406 59		Balance on hand 31st December	58,828 78	
		9,039 69	Less—Balance over-expended	35,146 04	
Warrants during the year	.....	229,440 00			23,682 74
Other Receipts	.....	23,922 53			
Total	.....	$262,402 22	Total	.....	$262,402 22

John Langton, Auditor.

Audit Office, Quebec, 25th February, 1861.

CHAPTER IX.

FINANCIAL STATEMENTS RELATING TO THE UNIVERSITY OF TORONTO, TO UNIVERSITY COLLEGE AND TO UPPER CANADA COLLEGE FOR THE YEAR 1860.

NUMBER 1.—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE PERMANENT FUND FOR THE YEAR 1860.

Receipts.		$ cts.	$ cts.
To amount Received on Account of Purchase money		43,061 05	
To Amount on Account of Loans repaid		2,200 00	
To Amount Received on Account of Invested Property returned		11,475 59	
To Amount Received on Account of Debentures Redeemed		74,520 00	
To re-appropriation of Payment on account of West half of Lot Number 28, Township of Murray, as purchase money in place of interest thereon	$129 94		
To re-appropriation of Payment on Account of Lot 11, 9th Concession of Townsend, ditto	23 65		
To re-appropriation of Payment on Account of East half of Lot 5, 6th Concession of ditto	2 40		
To re-appropriation of Payment on Account of the East half of Lot 7, South East Road, Wilmot, ditto	64 96		
		220 95	
To balance at the credit of Museum Fittings, as per Appropriation Account, transferred		36 04	
			$131,513 63
Expenditure.			
By Balance on the 31st December of 1859		51,458 25	
By Amount appropriated for the Library, by Resolution of the Senate		5,000 00	
By Amount appropriated for Museum Fittings, by Resolution of the Senate		750 00	
By Amount expended on the University Buildings, as per Account Number 7		54,927 96	
By Amount invested in Lake St. Peter Bonds	$9,800 00		
By Amount of Premium thereon	797 00		
		10,597 00	
By Balance on the 31st December, 1860		8,780 42	
			131,513 63

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 2.—UNIVERSITY AND COLLEGES AT TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE INCOME FUND FOR THE YEAR 1860, SHEWING THE TOTAL AMOUNT RECEIVED ON ACCOUNT OF THE UNIVERSITY AND COLLEGES AT TORONTO GENERALLY, AND THE AMOUNT EXPENDED ON ACCOUNT OF THE UNIVERSITY OF TORONTO AND UNIVERSITY COLLEGE RESPECTIVELY. (Printed in Abstract.)

Receipts.	$ c.	$ c.
Interest on purchase money	18,624 81	
Interest on invested property	2,739 32	
Interest on Debentures	22,071 44	
Interest on Loans	3,757 31	
Bank Balances	76 07	
Rent of Several Lots	1,971 40	
Medical School	300 00	
Fees on Deeds and Transfers, etcetera	313 74	
Dividend on Bank Stock	155 40	
Law Costs repaid	362 76	
Matriculation Fees and Graduation Fees	601 00	
Postage returned	97	
Board Fees	3,861 84	
Proceeds of Sale of Frame Building attached to Medical School	200 00	
Amount transferred from Grounds Account Number 8, on the 31st of March, 1861	437 18	
Share of Joint Management from Upper Canada College for 1859	1,504 00	
Share of the same for the year 1860	2,106 00	
	59,083 24	
Balance on the 31st December, 1860	28,201 79	
	$87,285 03	

Expenditure.	$ c.	$ c.	University. $ c.	University College. $ c.
Balance on the 31st of Dec., 1859		19,007 17		
Bursar's Office	7,670 00			
Stationery	132 66			
Fuel	105 20			
Insurance	19 25			
Rent	384 00			
Incidental expenses	193 46			
		8,504 57		
Salaries, (University)	3,210 00		3,210 00	
Salaries, (University College)	25,080 00			25,080 00
Salaries, (University College)	4,104 80		237 80	3,867 00
		32,394 80		
Examiners		1,760 00	1,760 00	
Scholarships	3,480 00	5,513 29	5,513 29	
Printing and Stationery		1,448 39	1,265 85	182 54
Prizes and Medals		881 10	525 60	355 50
Fuel		3,629 08	731 59	2,897 19
Gas and Water		454 36	113 59	340 77
Taxes		737 53		
Law Costs		1,339 72		
Advertising		372 45	347 80	24 65
Residence (Supplies, etcetera)		2,988 62		2,988 62
Outfit, furnishing, etcetera		1,764 41	69 40	1,695 01
Buildings, (Hose, etcetera)		416 88		
Insurances		675 00		
Old Buildings (in the Park)		74 65		
Incidental expenses		2,623 25	1,365 37	1,154 89
Grounds		824 28	824 28	
Interest on Bank Balances		1,207 61		
Interest on Loans		28 93		
Interest on Debentures		341 53		
Commission and Brokerage		76 47		
Re-appropriation		220 95		
		$87,285 03	$15,964 57	$38,586 17

TORONTO, 31st December, 1860.

DAVID BUCHAN, Bursar.

NUMBER 3—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF MONIES ON DEPOSIT, 1860.

Receipts.	$ cts	$ cts
To Balance on the 31st December, 1859	3,638 18	
To Amount received on deposit	3,522 89	
		7,161 07
Appropriations.		
By Amount placed to Account and returned	4,321 59	
By Balance on the 31st December, 1860	2,839 48	
		7,161 07

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 4—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURES ON ACCOUNT OF THE OBSERVATORY FOR 1860.

Receipts.	$ cts.	$ cts.
To Balance on the 31st December, 1859	408 98	
To Amount of Warrant on Receiver General	4,800 00	
		5,208 98
Expenditure.		
Salaries	3,826 00	
Fuel	209 93	
Stationery	213 81	
Insurance	40 50	
Incidental expenses	637 95	
Fences, etcetera, transferred from Grounds Account Number 8, as per Vice-Chancellor's Letter of the 20th January, 1860	82 56	
By Balance on the 31st December, 1860	198 23	
		5,208 98

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 5—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE MUSEUM APPROPRIATION FOR 1860.

Receipts.	$ cts.	$ cts.
To Balance on the 31st December, 1859	3,549 94	
		3,549 94
Expenditure.		
By Amount paid by the Reverend Wm. Hincks, for Cork	6 00	
By Balance on the 31st December, 1860	3,543 94	
		3,549 94

NUMBER 6.—UNIVERSITY OF TORONTO.—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE LIBRARY APPROPRIATION FOR 1860.

Receipts.

	$ c.	$ c.
To Balance on the 31st December, 1859	742 48	
To amount appropriated from Permanent Fund by Resolution of the Senate	5,000 00	
		5,742 48

Expenditure.

To whom paid.	*Service.*	$ c.	$ c.
Thomas Wheeler	Seal for Library		5 00
Rev. A. Lorimer, Librarian	Express charges and duties	29 09	
Rev. A. Lorimer, Librarian	Express charges and duties	21 04	
Rev. A. Lorimer, Librarian	Petty expenses	40 00	
			90 13
J. C. Geikie	Books	13 88	
J. C. Geikie	Books	6 60	
J. C. Geikie	Books	7 50	
			27 98
J. Rolston	Sundries		2 75
Wm. Kerwin	Map		4 00
H. Bailliere	Books, $15 ; draft, 25 cents		15 25
Brown Brothers	Binding books	191 75	
Brown Brothers	Binding books	121 80	
			313 55
Jaques & Hay	Library fittings		860 34
Bank of Upper Canada	Amount paid through it to E. G. Allen, of London, England, for books and all expenses attending forwarding from London to New York	299 89	
The same	The same	156 27	
The same	The same	236 38	
The same	The same	216 85	
			909 39
			2,228 39
	Balance on the 31st December, 1860		3,514 09
			5,742 48

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 7—UNIVERSITY OF TORONTO—THE RECEIPTS AND EXPENDITURES ON ACCOUNT OF THE BUILDING APPROPRIATION FOR 1860.

RECEIPTS

	$ c.
To amount appropriated from Permanent Fund as per Order-in-Council	54,927 96

EXPENDITURE

To whom paid:	*Service:*	$ c.	$ c.
George Harding	Gas Fittings	500 00	
do	Gas Fittings	1,059 12	
			1,559 12
Wm. Midford	Iron castings	100 00	
The Same	Sunday Work	22 25	
The Same	Iron Castings	291 54	
The Same	Balance of contract for iron Castings	962 96	
			1,376 75
W. H. Pim	Account of contract for Carpenter's work	800 00	
Estate of the Same	In full of Contract	561 42	
			1,361 42
Metropolitan Water Company	Laying Water Main		1,059 86
Consumers' Gas Company	In full of contract, Gas pipes, etcetera		1,068 90
Thomson, Keith & Company	Account contract for Steam fittings	1,000 00	
The Same	The Same	1,271 17	
The Same	In full of the Same	2,500 00	
			4,771 17
The Colonist	Advertising for Tenders		4 60
Edwin Taylor	Superintending works and expenditure on Quadrangle and Terraces (transferred from grounds account No. 8, as per Vice-Chancellor's letter, 20th Jan., 1860)		677 82
Ridout Brothers & Company	In full of Contract (Grates, etcetera)		1,295 70
Jaques & Hay	In full of Contract for Furniture		608 15
Alexander Hamilton	In full of Contract for Painting		1,278 75
W. Bullock	In full of Contract for Painting		927 38
J. McCausland	In full for Account		343 00
Worthington Brothers	In full of Contract for Building		38,555 26
Cumberland & Storm	In full of advertising in Daily Newspapers		32 13
Henry Rowsell	In full of Stationery Contract		7 95
			54,927 96

TORONTO, 3rd December, 1860. DAVID BUCHAN, Bursar.

NUMBER 8—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE GROUND APPROPRIATION, FOR 1860.

RECEIPTS.	$ c.	$ c.
To amount transferred to Building Appropriation Account Number 7, as per Vice Chancellor's Letter, of the 20th January, 1860	677 82	
To amount transferredto Observatory Account Number 4, as per Same Letter	82 56	
To amount appropriated from Income Fund by Resolution of the Senate	800 00	
		1,560 38

Expenditure.			
To whom Paid:	*Service:*		
Robert Mitchell	Making a Road		10 00
J. Greenlees	Planking across a Creek		80 87
Edwin Taylor	Paid by him for Labour	30 00	
The Same	Commission for superintending work on the Grounds	202 33	
			232 33
James Stephens	Paid by him for labour during the quarter ended 30th June	207 24	
The same	During the quarter ending 30th September	395 31	
The same	During the quarter ending 31st December	221 73	
			824 28
			1,147 48
Amount transferred to credit of Income Fund Account Number 2, March 31st, 1860		437 18	
Less Balance on the 31st December, 1860, charged to same Account		24 28	
			412 90
			$1,560 38

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 9.—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE APPROPRIATION FUND FOR 1860.

Receipts.	$ cts.
To Balance of amount appropriated for the improvement of Port Hope and Port Stanley Properties up to the 31st of December, 1859	2,287 81
Expenditure.—(Nil).	
By Balance on the 31st December, 1860	$2,287 81

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 10.—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE SURPLUS INCOME FUND FOR 1860.

Receipts.	$ cts.
To Balance on the 31st December, 1859	27,691 95
Expenditure.	
By amount paid Upper Canada College, by Order-in-Council, as an equivalent for the Parliamentary Grant	4,444 42
By Balance on the 31st December, 1860	23,247 53
	$27,691 95

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 11.—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE MUSEUM FITTINGS APPROPRIATION, FOR 1860.

Receipts.	$ cts.
To Balance on the 31st December, 1859	530 00
To amount of appropriation from Permanent Fund, by Resolution of the Senate	750 00
	1,280 00
Expenditure.	
By amount paid to Jaques & Hay for Fittings	1,243 96
By Balance transferred to the Permanent Fund Account Number 1	36 04
	1,280 00

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 12.—UNIVERSITY OF TORONTO—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE DIRECTORS' RESIDENCE OF THE OBSERVATORY APPROPRIATION, 1860.

Receipts.	$ cts.
To Balance on the 31st December, 1859	91 83
Expenditure.—(Nil).	
By Balance on the 31st December, 1860	91 83

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 13.—UNIVERSITY OF TORONTO.—STATEMENT OF CAPTIAL INVESTED AND AMOUNT EXPENDED BY THE UNIVERSITY, FROM ITS COMMENCEMENT TO THE 31ST OF DECEMBER, 1860.

	$ c.	$ c.
Capital Invested to the 31st of December, 1859, as shewn in Return to Parliament of that date		1,117,729 08
Cash invested in Lake St. Peter Bonds, as per account Number 1	10,597 00	
Cash invested in the Museum, per account Number 5	6 00	
Cash Invested in the Library, per Account Number 6	2,228 39	
Cash Invested in the Building, per Account Number 7	54,927 96	
Cash Invested in the Museum fitting, per Account Number 11	1,243 96	
		69,003 31
		1,186,732 69
Less, amount of investments returned as account Number 1:		
Loans Repaid	2,200 00	
Invested property returned	11,475 59	
Debentures redeemed	74,520 00	
		88,195 59
		1,098,536 80
Amount expended to the 31st December, 1859, as shewn in Return to Parliament of that date	882,927 77	
Amount expended to the 31st December, 1860, as shewn in account Number 2, (Income Fund)	68,062 91	
		950,990 68
		$2,049,527 48

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 14—UPPER CANADA COLLEGE—STATEMENT OF THE NUMBER OF ACRES OF LAND WHICH HAVE BEEN SOLD FROM THE PERIOD OF THE ORIGINAL ENDOWMENT TO THE 31ST OF DECEMBER, 1860; SHEWING THE TOTAL AMOUNT OF SALES, THE AMOUNT RECEIVED, THE AMOUNT UNPAID, ALSO THE AVERAGE PRICE PER ACRE.

Original Endowment 63,264 Acres.	Number of Acres.	Acres Sold.	Acres Unsold.	Amount of Sales.	Amount Received.	Amount Unpaid.	Remarks.
	Roods. Perches.	Roods. Perches.	Roods. Perches.	$ cts.	$ cts.	$ cts.	
Endowment, as per Return to the 31st of December, 1859.....	63,439 2 00	48,099 2 32	15,339 3 08	259,480 56	133,322 48	126,164 08	
	.....	472 2 00	.....	3,435 00	.....	.....	Sales during the quarter ending 31st March.
	.....	390 2 00	.....	2,433 50	.....	.....	Sales during the quarter ending 30th of June.
	.....	333 0 00	.....	2,344 00	.....	.....	Sales during the quarter ending 30th September.
	9 0 00	526 0 00	1,622 0 00	2,778 00	11,125 46	134 96	Sales during the quarter ending 31st December.
	.....	49,721 2 32	13,717 3 08	270,477 06	144,447 94	126,023 12	
	.....	.....	9 0 00	.....	.....	.....	Sale 410, loss on Survey.
	.....	49,721 2 32	13,708 3 08	.....	.....	.....	
	.....	100 0 00	100 0 00	630 00	.....	630 00	Sale 347 Cancelled.
	.....	49,621 2 32	13,808 3 08	269,847 06	144,447 94	125,399 12	
	.....	100 0 00	100 0 00	450 00	.....	450 00	Sale 270 Cancelled.
	.....	49,521 2 32	13,908 3 08	269,397 06	144,447 94	124,949 12	
	.....	100 0 00	100 0 00	225 00	.....	225 00	Sale 234 Cancelled.
	.....	49,421 2 32	14,008 3 08	269,172 06	144,447 94	124,724 12	
	.....	100 0 00	100 0 00	225 00	.....	225 00	Sale 235 Cancelled.
	.....	49,321 2 32	14,108 3 08	268,947 06	144,447 94	124,499 12	
	.....	.....	.....	.....	18 38	18 38	Sale 222, re-appropriation.
	.....	.....	.....	.....	144,466 32	124,480 74	
	.....	.....	.....	.....	24 51	24 51	Sale 96, re-appropriation.
	63,430 2 00	49,321 2 32	14,108 3 08	$268,947 06	$144,490 83	$124,456 23	Average price per Acre, $5.45.
				$28,523 00	$13,453 28	$15,069 72	Per Return on the 31st December, 1859.

NOTE.—Block D in the City of Toronto, is also part of the Endowment, containing 5½ acres, divided into building lots. Also Block A, in the said City, called Russell Square, containing 9 acres, which is the Site of the Upper Canada College Buildings. Block D is divided into 46 building lots, of which 41 have been sold, and 4 deeded to the Trustees of Toronto Grammar School, free.

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

For a plan of Block D, see page 210 of the Eleventh Volume of this Documentary History.

NUMBER 15.— STATEMENT OF CAPITAL INVESTED, AND AMOUNT EXPENDED BY THE UPPER CANADA COLLEGE FROM ITS COMMENCEMENT, TO THE 31ST OF DECEMBER, 1860.

		$ c.
Capital Invested to the 31st December, 1859, as shewn in return to Parliament to that date		157,851 98
Less, Investments returned as per Account Number 1—Debentures Redeemed,		4,000 00
		$153,851 98
Amount expended to the 31st of December, 1859, as shewn in Return to Parliament to that date	$580,936 84	
Amount expended to the 31st of December, 1860, as per Account, Number 2	29,809 32	610, 746 16
		$764, 598 14

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 16.—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE PERMANENT FUND OF UPPER CANADA COLLEGE FOR 1860

Receipts	$ c.
To Balance on the 31st of December, 1859	9,253 73
To Amount received on Account of Purchase Moneey	11,044 31
To Amount received on Account of Debentures Redeemed	4,000 00
To Balance at the credit of the Porter's Lodge Appropriation, transferred	18 42
To Re-appropriation account of Number 3 Ekfrid, as Purchase Money, instead of Interest	80 65
	$24,397 61
Expenditure. (Nil.)	
By Balance, 31st December, 1860	$24,397 61

TORONTO, 31st December, 1860 DAVID BUCHAN, BURSAR.

NUMBER 17.—RECEIPTS AND EXPENDITURE ON ACCOUNT OF INCOME FUND OF UPPER CANADA COLLEGE FOR THE QUARTER ENDING ON THE 31ST OF DECEMBER, 1860.

Receipts.	$ c.
To Amount Received on Account of Interest on Purchase Money	7,573 02
To Amount Received on Account of Interest on Loans	1,558 93
To Amount Received on Account of Interest on Debentures	2,028 00
To Amount Received on Account of Interest on Bank Balances	259 36
To Amount Received on Account of Tuition Fees	4,532 90
To Amount Received on Account of Board dues	7,121 00
To Amount Received from Doctor Barrett as his proportion of expenses of Boarding House, for the year 1860	400 00
To Amount Received on Account fees on Transfer Deeds, etcetera	98 77
To Amount Received on Account rents of leased lots	79 25
To Amount Received on Account of Taxes repaid	17 96
To Amount Received from the University of Toronto from Surplus Income Fund, equivalent to Annual Parliamentary Grant, as per Order-in-Council	4,444 42
To Amount Received on Account of Postage repaid	35
To Amount Received on Account of Law costs repaid	106 63
To Amount Received on Account of Rent of Bursar's Office	384 00
	$28,604 59

Expenditure.	$ c.
Balances due on the 31st of December, 1859	6,072 29
Salaries	14,245 78
Pensions	1,900 00
Examiners	60 00
Exhibitions	260 00
Prizes	371 06
Advertising	80 66
Insurances	140 00
Stationery	251 02
Fuel	145 75
Law costs	332 24
Taxes	420 31
Repairs	529 24
Share of Joint Management	3,610 00
Incidental expenses	332 70
Resident School House	7,130 64
Re-appropriation	80 65
	$35,962 26
Balance, 31st December, 1860	$7,357 67

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 18.—RECEIPTS AND EXPENDITURE ON ACCOUNT OF UPPER CANADA COLLEGE MONIES IN DEPOSIT, FOR 1860.

Receipts	
To Balance on the 31st of December, 1859	$ 2 00
To Amount received in Deposit	691 54
	$693 54
Appropriations	
By Amount placed to account	456 74
By Balance on the 31st of December, 1860	236 80
	$693 54

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

NUMBER 19.—RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE UPPER CANADA COLLEGE PORTER'S LODGE APPROPRIATION, FOR 1860.

To Balance on the 31st of December, 1859	$ 66 10
Expenditure	
By amount paid Messieurs Cumberland and Storm, Commission, as Architects, for superintending the erection of the Porter's Lodge	47 68
By Balance transferred to the Permanent Fund	18 42
	$66 10

TORONTO, 31st December, 1860. DAVID BUCHAN, Bursar.

CHAPTER X.

EDUCATIONAL PROCEEDINGS OF COUNTY COUNCILS, 1860.

1. United Counties of York and Peel, 1860.

From the Report of a Committee of the Council: From the information which the Committee has obtained in the perusal of such Documents as had been placed before them,—derived chiefly from statements of the several Boards of Grammar School Trustees in the United Counties—the Committee were happy to be enabled to report that these Institutions were in a more generally efficient condition than they had been during the preceding year, and that they were gradually producing those beneficial results which their promoters and all friends of education so ardently desired. Under these circumstances, the Committee had no hesitation in respectfully recommending to the Council that the sum of $1,200 be appropriated to the six Grammar Schools in the Counties, to be divided equally between them, and to be expended in such manner as the Board of Trustees of each School might deem best calculated to promote the general interests of the School. The Schools are those of Streetsville, Richmond Hill, Weston, Newmarket, Brampton, and Markham. . . .

In reference to the Communication from the Rev. T. S. Kennedy, Secretary of the Deaf and Dumb Institution of Toronto, the Committee recommended the appropriation of a further sum of $200 to be placed in the hands of the Commissioners of County Property, for the education and maintenance, or education only, as to them might seem expedient, of Deaf Mutes residing in the Counties, whose Parents were unable to pay such expense. The Report concluded as follows:—"The same principle which the Committee of the preceding year urged in their Report as to the educational advantages to be expected to the great mass of the people of these Counties by maintaining in its integrity the non-sectarian character of our Schools, your Committee approve and advocate this year. . . .

Your Committee would express the belief that there is a growing desire in the public mind in favour of maintaining one uniform National School System, adapted to the requirements of all classes of the people, devoid of any distinctive character as regards their civil, or Religious, position in society, which must, if judiciously fostered, tend to the most satisfactory results; and your Committee would, therefore, fain hope that the time is not remote when this desirable object will be fully consummated."

Letter from the Counties' Clerk to the Chief Superintendent of Education.

I have the pleasure to send you a Copy of a Resolution adopted by the Council of the United Counties of York and Peel on the 8th Instant, in reference to the late visit to the Normal and Model Schools.

Toronto, 11th June, 1860. J. Elliot, Counties' Clerk.

Resolved, That the Members of this Council having visited the Normal and Model Schools desire to express the satisfaction which they felt with the general appearance and internal arrangements of those Institutions.

That they were much pleased with the Specimens exhibited of Canadian Manufacture in the articles of Maps and School Apparatus, shewing that they can now be produced in our own Country not only of equal finish and durability, but at prices much lower than for those imported from Europe, or the United States.

That they desire further to express their sense of the courtesy extended to them on the occasion of their visit, by the Deputy Superintendent of Education.

Toronto, 8th June, 1860. J. Elliot, Counties' Clerk.

CHAPTER XI.

THE PROGRESS OF EDUCATION AND SCIENCE IN CANADA.

The following is taken from an interesting and valuable Pamphlet on "Canada from 1849 to 1859," published in England, by the Honourable Sir Alexander T. Galt, Finance Minister:—

Passing from the previous questions, which relate to the reforms in the mode of governing the Country, both generally and through the Municipaliites, I will now advert to that which has been done in regard to Education, which certainly has the most important bearing on the future welfare of the Country.

The Educational Question may be divided into two distinct parts. First.—The provision of Common Schools for the general instruction of the people in the rudiments of learning. And secondly.—The establishment of superior Schools, Colleges and Universities.

As regards Common Schools, much attention had been given in Upper Canada, to this subject at all times; but it was not until 1846 that it was reduced to a concrete System. The very able Superintendent of Education in Upper Canada, Doctor Ryerson, (who has held that position since 1844,) is entitled to the greatest credit for the labour and talent which he has devoted to the subject. He was deputed by the Government to visit Europe, in 1845, for the purpose of examining the best School Systems in operation there. And after a lengthened examination, the result of his enquiries was finally embodied in Acts of Parliament, passed in 1846 and 1847, and especially in 1850, which provide for the establishment of Elementary Schools in every part of Upper Canada; in which every child is entitled to education. For the support of the System, a Rate is struck by each County Municipality, in addition to a contribution of Legislative Grant from the Provincial Exchequer. Each School division is under the management of local Trustees, chosen by the People,—who are again subject to inspection by Officers appointed by the County Councils and City and Town Boards of School Trustees, periodical Returns being made to the Chief Superintendent of Education. The Chief Superintendent himself is assisted by the Council of Public Instruction, chosen from the leading men of the Province, without regard to Religion, or Politics. The order and nature of the tuition to be given in the Schools, and the School-books to be used are settled by the Council and Superintendent . Libraries of useful Books, Maps, etcetera, carefully selected, are also supplied, with a Government bonus on remittances, at cost price to the different Schools and Municipalities. For the purpose of providing fit Instructors for the Common Schools, Normal Schools have been established in both Sections of the Province,—both for male and female Teachers and much care is devoted to their effectual training.

Permanent provision is also sought to be made for the support of Common Schools, through large appropriations of valuable Lands.

The system of teaching in Upper Canada is non-sectarian, but provision is made for the establishment of Roman Catholic Separate Schools; but they do not participate in the local rates levied by the Municipalities for education. In Lower Canada, owing to the population being principally Roman Catholic, although the system is also non-sectarian, yet the education is mainly in the hands of the Clergy, and provision is, therefore, made for Protestant Separate Schools, which equally share in all the benefits of the local rates and Legislative provision.

The result of this System, so far as Upper Canada is concerned, may be summed up by stating that by the last Report of the Chief Superintendent of Education for that part of Canada there were in 1853, 3,866 Schools, and 293,683 Scholars.

In Lower Canada the result is still more remarkable, from the fact that, until after 1849, it had been found very difficult to convince the French Canadian population generally, of the vast importance of Education. The People were uninformed,

and showed a great repugance to the imposition of the necessary direct taxation to maintain the System. By very great efforts, this feeling has been entirely overcome; and, under the able superintendence of the Honourable P. J. O. Chauveau, the last Report of 1858 shows the following results:—2,800 Schools, 130,940 Scholars, contrasting with an almost total neglect of Schools but a few years previous.

For the purpose of affording superior education, but little real progress had been made until after the organization of the Common School System, when there was established, in connection with it, a higher class of Instruction through the means of Grammar Schools, which are now very generally to be found throughout Upper Canada, and also, to a more limited extent, in Lower Canada. These Schools are also supported by Grants of Public Lands, and by partial contribution from the Legislative School Grant, in addition to the local Rates.

In both sections of the Province, numerous Educational Establishments, of the nature of Colleges, are established; most of them in affiliation to some of the Universities.

The Universities in Upper, or Western, Canada, and the University of Toronto, non-denominational, are very partially endowed by the Province, and are now in a most prosperous and satisfactory condition. The University of Trinity College, which is under the auspices of the Church of England; the University of Queen's College, Kingston, which is in connection with the Church of Scotland; and the University of Victoria College, in Cobourg, under the management of the Wesleyan Methodists. In Lower Canada, the Roman Catholics have established the University of Laval, which is chiefly supported by voluntary contributions, and which although comparatively recent, promises to be one of the greatest value to the Country. The University of McGill College, originally established through a munificent bequest by the late Honourable James McGill, and almost wholly supported by voluntary contributions, is non-sectarian, and is now in a very flourishing state. The Church of England has also the University of Bishop's College, supported almost solely by that Church, and which, although comparatively new, will, it is believed, speedily attain a position of great usefulness.

In regard to the Course of Instruction at these Institutions, it may be stated, that they all contain the usual Professors of Classics, Belles Lettres, Law and Medicine.

With the single exception of the McGill College, the whole of these Institutions may be said to have risen within the last ten years, and they are mainly, if not wholly, supported by voluntary contributions and Endowments. It is true, that the University of Toronto existed in another form—as King's College, under the Church of England, for many years, but its usefulness was very much marred by the constant struggle to free it from its denominational character, which was only finally effected in 1849; from which date it may be said to have risen into its present highly important position.

The total number of Educational Institutions in operation in Upper Canada in 1858 was 4,258, attended by 306,626 Pupils, and expending $1,306,922 in their support. In Lower Canada during the same year, the total number of Institutions was 2,985, attended by 158,872 Pupils, and expending $981,425 in their support.

II. Bishop Strachan on the Religious Element on the Educational System of Upper Canada.

In concluding an Address on the giving of Prizes in an Elementary School in Toronto, Bishop Strachan said that,

He wished now to make a few observations on Education in Canada generally. He must say that the System of Education in this Country was more elaborate and perfect than could be found in any Country in Europe. The Concoctors of the Scheme deserved a great deal of credit for the manner in which they had performed their work. But, however, perfect it might be in general, he must say that the soul had

been taken out of it by leaving out the Religious Element. This had been totally left out at first. Since that time however, a little life had been given to it by the introduction, to some extent, of Religion; and he sincerely trusted that they would bring Religion more and more into the present System of Education. It was possible to separate religion from secular education, and by doing so, they, as it were, separated the body from the soul. Religion prevaded everything; they found it in Books which they read, and, while studying the works of Nature. While, therefore, he would give the credit due to those who originated the elaborate, and, to a certain extent, perfect System of Education, which obtained in this Country, still he would use every effort to have Religion infused into the education of the youth of the Country. As far as he was able he would his influence to give the Children a Religious, as well as a secular, education, and he regretted that this excellent system of education should be purely secular. Most distinguished men had, in addition to their other qualities, been Religious; and he wished to see the youth of the Country brought up with a due respect and love for Religion. Unless they combined Religion with secular education, their system was not complete.

III. The Reverend Alexander Topp on Our System of Education.

In an Address at a Public Meeting in Toronto, Mr. Topp thus referred to our System of Education:—as this was the first opportunity he had had of addressing a public assemblage of the citizens of Toronto, with regard to their Educational System, and particularly their Common Schools, he might be permitted to express his admiration of the system generally as one that seemed peculiarly adapted to the circumstances of the people, and calculated, if rightly taken advantage of, to confer important benefits upon the youth and the population generally of this rapidly rising and extensive Province. He held it to be necessary that in a mixed community the education of the Country should be of a national character; that it was the duty of the State to prevent its youth growing up in ignorance; and feeling this, he was inclined to believe that there should be something compulsory in the system—that is, compulsory so far as to ensure that all should be made acquainted with at least the common branches of education. He thought a great deal was due to the Chief Superintendent of Education for the zeal and intelligence he had displayed in bringing our School System to its present efficiency. He had had a visit, two or three weeks ago, from a very intelligent and learned Gentleman from Berlin, in Prussia. After he had taken him to the Normal Seminary, and shown him the Common Schools of the City, this Gentleman expressed his astonishment at the admirable arrangements of our School System; and said that even in Prussia, which it was well known held a very high place in matters of education, there was nothing at all so complete as our Normal School in its various departments. He (the Rev. Mr. Topp) hoped that the School System would continue to be of a non-sectarian character. The same reason led him to hope that unsectarianism would always be the characteristics of all our national institutions, including the University, an Institution which was a pride to the City and to Canada, and whose grey walls he hoped would long proudly rear themselves above the surrounding foliage.

——School Lands in Upper Canada.—*Grammar Schools.* 5,247¼ Acres of those Lands were sold during the past year, leaving 67,312¼ still on hand. The price of the Lands sold is $9,447.92. The gross receipts of the year $13,185.62. The net proceeds, deducting commission, ($1,062.32), is $12,123.30. *Common Schools.*—The sales during the past year of the balance of the million of Acres set apart by the Act of 1849, 12th Victoria, Chapter 200, for creating a Common School Fund, amounted to 5,852 Acres, leaving 19,736½ Acres undisposed of. The purchase money of the Lands sold during the disbursements for commission and refunds, $3,611.22 leaving a net income for the the year is $13,392.20. The gross receipts $50,167.45. The disbursements for commission and refunds, $3,611.22, leaving a net income for the year of $46,556.23. The total net amount realized from these Lands is $563,914.01—*From the Report of the Commissioner of Crown Lands*, 1859.

THE PRINCE OF WALES AND HIS SUITE.

THE PRINCE IS THE CENTRAL FIGURE, TO HIS RIGHT ARE SIR EDMUND HEAD AND MAJOR TISDALE, AND, TO HIS LEFT, ARE COLONEL BRUCE AND THE DUKE OF NEWCASTLE.

CHAPTER XII.

VISIT OF HIS ROYAL HIGHNESS ALBERT EDWARD, PRINCE OF WALES, TO BRITISH NORTH AMERICA, 1860.

The occurrence of so auspicious an event as the visit to these Provinces of our then future King, as Prince of Wales, has induced me to extend the record of his most pleasant visit, so as to include in this Documentary History copies of the Educational Addresses presented to him in the various Provinces, and his replies thereto, and also the numerous spontaneous greetings which everywhere met him by groups of School Children which were gathered together in the various Towns through which he passed.

I shall preface these Addresses and Replies with the following account of the Prince's Visit, written on the occasion, by the Reverend Doctor Ryerson, in September, 1860:—

The Heir to the Throne of the British Empire visiting the Provinces of that Empire in America is a new fact in the history of both. Never was a Visit more graciously made, or more cordially received. The personification of Free Monarchical Government and the spirit of British North America liberty meet for the first time; and never was meeting more affectionate, or congratulations and Prayers more hearty. The Representative Person of Majesty, and the Representative thousands of freedom, mutally embrace each other with ardour and earnestness, that bespeak the strongest convictions and the deepest feelings.

Why is this? No favours are sought, or expected, on either side. The Visit is not diplomatic, nor are the greetings those of official cliques. The Visit is the expression of a Queen-Mother's affection to her Son, and a Queen-sovereign's love to her free People; and the reception is a spontaneous ovation of all ranks, classes, parties, and ages; the unanimous, concentrated heart of our whole Country, offering its warmest tribute of Love and Loyalty to the Filial Representative of the most beloved of Sovereigns, and the truest Guardian of civil and religious liberty.

The universal and cordial welcome to the Prince of Wales, were no prostrations of superstitious ignorance and galvanized serfdom before an Eastern potentate, or an European despot; they were the cordial homage of a virtuous people to parental, royal, and personal virtue,—the intelligent appreciation by a free people of a principle of Government and Law, which is above party; which, like the Sun in the firmament, is no less impartial than universal in its benefits. It is in this that a Free Monarchy is distinguished from a Free Republic on the one side, and an Arbitary Despotism and supreme law, and not the head of a party,— as the impartial Guardian of public rights and freedom, and not the absolute disposer of a people's Religion, Liberties, Properties and Lives.

The Visit of the Prince of Wales to these Provinces must have been one of great pleasure, profit, and pride to His Royal Highness, as it has been one of great interest and satisfaction to all classes of their inhabitants. The interest of that visit has been not a little increased by the position and character of the Statesmen and other able and accomplished Gentlemen constituting the Prince's Suite. The presence of General Bruce,—holding the responsible office of Governor to the Prince,—could not fail to awaken pleasing recollections in the minds of many hundreds in Canada. General Bruce is known to be a younger brother of the Earl of Elgin; and he was, as Colonel Bruce, Lord Elgin's Private Secretary, when Governor General of Canada. As no one Governor ever contributed so much to settle the System of Constitutional Government, develop the Resources, and form the Municipal and Educational Institutions of

Canada as Lord Elgin, so no Officer holding the office of Private Secretary to the Governor General as Colonel Bruce did, or perhaps could have done, so much as he did to second his noble Brother's exertions, and, by his courtesy, kindness, and ability, to secure the respect and affection of all who ever had intercourse with him. The success and advancement of both Lord Elgin and General Bruce since their official connexion with Canada ceased, is no less gratifying to the people of this Country than it is honourable to themselves and to their Majesty's Imperial Government.

A prominent feature of the Prince's Tour in the British Provinces has been his welcomes by the minstrel voices of thousands of Children, and his numerous personal visits to Educational Institutions, and his liberal remembrances of them since his departure, 1860.

THE PRINCE'S TOUR IN BRITISH NORTH AMERICA.*

His Arrival at Newfoundland, July 24th, 1860.

His Royal Highness the Prince of Wales, on his first arrival in America, made his entry into St. John's, Newfoundland, on the 24th of July, and was received with every demonstration of joy. Among the most delighted of those who welcomed him, were the School Children, who sang "with heart and voice" the noble old "National Anthem." On the departure of His Royal Highness, the School Children again assembled to bid him farewell, in the words of the same old grand melody.

The School Children at Halifax, Nova Scotia, July 30th.

From Newfoundland, the Prince proceeded to Halifax, in Her Majesty's steam-frigate *Hero*, 91 guns. He was accompanied by the Admiral of the North American Station, Admiral Milne, in Her Majesty's ship *Nile*, 91 guns. He was received with every demonstration of joy.

As the procession in Halifax passed from Granville into Barrington Street, the Prince stopped in front of the stand, which was completely filled with School Children, who sung the "National Anthem" as he approached, to which these two verses were added:

Welcome! our Royal guest;
Welcome from every breast,
From every tongue—
From hearts both warm and true,
Hearts that beat high for you,
Loudly our welcome due,
To thee be sung.

Prince of a lofty line,
The virtues all be thine,
Which grace our Queen:
To her we pay through thee,
Love, faith, and loyalty—
Homage which fits the free!
God save the Queen!

Better singing there might be, but one must have lacked the better part of human nature to have listened to the clear voices of this child multitude singing out this simple welcome in the simply grand strains of the Anthem and not have been moved by it. The appearance of the Children too, the Girls dressed in white, as they sang the verses, was one of the most touching things in the whole demonstration. A social feature in the arrangement is worthy of notice. There was a large number of Negro Children, and with the exception of some attempt at classification at one end, white and black were generally mixed together.

King's College, Windsor, Nova Scotia, August 2nd, 1860.

From Halifax the Prince reached Windsor by Railway, where he was received with a right loyal welcome. Windsor being a University Town, the principal Mottoes were:

"*Principis est virtus nosse suos!*"

Over the principle arch, were the words:—

"*Moenia ipsa atque tacta exultant!*"

*Compiled from various sources by the Editor of this Documentary History.

On his arrival at Windsor, the following Address was presented to him by this University Town.

"May it please Your Royal Highness,—We, the loyal inhabitants of the Township of Windsor, of the County of Hants, in the Province of Nova Scotia, beg leave to approach your Royal Highness to offer the humble expression of a heartfelt welcome. Representing on this happy occasion the loyal feelings of the oldest University Town in her Majesty's widely extended Colonial Possessions, we view it as our highest privilege and singular honour to be permitted to greet your Royal Highness in the immediate neighborhood of an Institution founded by His Majesty King George the Third, the august and illustrious Ancestor of Your Royal Highness. Believing that the University of King's College, Wndsor has continued during successive years to answer the wise and benevolent purposes of its Founder, and knowing that in King's College, under the Royal Charter then granted have been educated in Religion, in Literature and in Science a great number of the Clergy, many of the most distinguished members of the Bench and Bar in this and the neighboring Colonies, many military men, whose heroic achievements have been widely celebrated, and several others, including members of the different Religious Denominations, equally conspicuous in the various walks of life, all of whom have ever manifested the firmest allegiance to the British Throne and Government. But we are aware that Your Royal Highness has only a few moments to bestow for this brief but ever memorable occasion. We are extremely grateful, and we hope that Your Royal Highness' visit to Nova Scotia may be agreeable to Your Royal Highness, as it is most welcome and most gratifynig to us; and that on your happy return to Windsor Castle and to the renowned University in which your Royal Highness is enrolled, Your Royal Highness may convey to Her Gracious Majesty, our beloved Queen, the assurance of the sentiments of inviolable loyalty to the Throne and of affectionate veneration for the Constitution, which pervade all ranks and classes of Her Majesty's Subjects in this portion of Her Dominions; and not least, the youth of our University, educated in a Town whose fortress was honoured by the presence and still bears the name of Her Majesty's illustrious Father.

The Prince's Reply:

"Gentlemen,—The Address which you have presented to me demands my acknowledgments. It is a pleasure to me to visit, even though it be but in passing, this Seat of learning in British North America; to find that the sons of these Provinces are successfully pursuing, within the precints of your Town, the Studies which I have myself abandoned, only for a time, that I might come to these Lands. I thank you for your kind recollection of my Grandfather, and for your loyal sentiments."

School Children at St. John, New Brunswick, August 3rd.

From Nova Scotia the Prince proceeded to New Brunswick. Inside the gate of the Prince's Residence at St. John, were two thousand School Children, the Boys in black and the Girls in white, who sang the "National Anthem," and strewed bouquets on the roadway. The two following verses of the anthem were added:

Through every changing scene,
O Lord! preserve the Queen,
In health to reign.
Her heart inspire and move
With wisdom from above,
And in a nation's love,
Her throne maintain.

Hail! Prince of Brunswick's line.
New Brunswick shall be thine:
Firm has she been.
Still loyal, true, and brave,
Here England's flag shall wave,
And Britons pray to save,
A nation's Heir.

The Prince was delighted, and came out and walked up and down the path with his Suite, bowing to the Children. It was a very pretty sight, as the Children cheered and clapped their hands; but as the Prince, contrary to expectation, alighted from his carriage at the gateway, many of the Children behind had not an opportunity of seeing him. The fact was no sooner made known to His Royal Highness, than with a readiness which speaks much for his kindness of heart, he immediately consented to walk down the avenue, and thus gratify the dear little people. The youngsters pleased with having accomplished their object, departed delighted to their homes, under the guidance of their Teachers.

University of Laval College, Quebec.

On the 18th of August, the Prince reached Quebec, and, on the 22nd, visited the Laval University, where he received an Address from the Bishop and also from the Faculty of the University, who advanced in order, clad in their black Gowns, relieved by scarlet edgings, and fastened by scarlet tassels. It, was read in French and English as follows:—

"May it please Your Royal Highness,—It is with feelings of the greatest respect that the Members of the Laval University beg leave to lay at the feet of Your Royal Highness their homage and the expression of their liveliest gratitude. They are happy to see within its walls the Heir apparent of a vast Empire, the eldest Son of a noble Queen, whose domestic and public virtues the world acknowledges, and loudly proclaims the worthy Representative of that Gracious Queen to whom this University is indebted for the Charter of its erection, charged with the mission of receiving, in the name of our August Sovereign, the homage of Her faithful subjects. Your Royal Highness will, we fondly hope, design to accept the expression of the deep gratitude with which we are filled towards Her Majesty. Actuated by this feeling, we pray Your Royal Highness to believe that the Professors and Alumni of this Institution will make it their constant endeavor to prove themselves worthy of the Royal favour. This, the first and only French Canadian University thus honoured with the Royal protection will be a lasting monument of the desire of Her Majesty to provide for the happiness of all her subjects, while it will form a new tie between their fellow subjects of French origin and the Mother Country, to whose care we have been committed by Divine Providence. It is true that unlike Alma Mater Oxford, where Your Royal Highness has been pleased to matriculate, our existence cannot be counted by centuries, our Alumni are but few, our Libraries, our Museum, our collections offer nothing to excite the curiosity of Your Royal Highness, accustomed to visit the antique Institutions of Europe. Our beginning it but humble, our hopes are in the future. We trust in the future destinies of the Colony which, under the protection of England, is in the enjoyment of peace and abundance, whilst other Countries are distracted by violent convulsions. We trust in the future of that glorious metropolis whose influence is so weighty in the civilized world. We place our trust in the protection and justice of that August Queen to whom we are indebted for so signal a mark of benevolence. We also place our trust in the young Prince, whom Providence will call one day to give on the Throne the examples of all those royal virtues he has inherited from the most gracious of Sovereigns, and the noblest of Mothers."

His Royal Highness replied to both of these Addresses, in English, as follows: "I accept with the greatest satisfaction the welcome which you offer me in your own name, as the Roman Catholic Bishops of the Province of Canada, and on behalf of your Clergy; and I assure you that I feel deeply the expression of your loyalty and affection for the Queen. I rejoice to think that obedience to the laws and submission to authority, which form he bond of all society and the condition of all the civilized world, are supported and enforced by your teaching and example. . . .

lo you, gentlemen, who are engaged within the walls of this Building in the Education of the youth of the Country, I also tender my thanks. I trust that your University may continue to prosper, and that in future years its sons may look upon the days they have spent under your Instruction with the same gratitude and sense of the benefit they have enjoyed as I and others feel towards the more ancient Institutions of my own land."

On the 25th of August the Prince reached Montreal, and at the Haymarket Square, the School Children were assembled to welcome the Prince by singing the National Anthem.

University of McGill College, Montreal.

Among the Addresses presented at the Levee was the following one from the University of McGill College:

May it please Your Royal Highness,—We, the Governors, Principal and Fellows of the University of McGill College beg leave to congratulate Your Royal Highness on the safe arrival which Divine Providence has granted you in this distant part of the Empire, and to express our gratitude to Her Majesty the Queen and Your Royal Highness for the condescension and graciousness implied in this Visit to Her Majesty's Subjects in Canada. We call to remembrance, with great satisfaction on the present occasion, that we owe it to the Imperial Government, from the interest which it has taken in Education in this part of the Dominions of our Sovereign, that the University, with which we are connected possesses the Royal Charter, which gives authority to its public acts for the advancement of sound Learning and Science. And, although this University, the oldest in Canada, may be said to be still in its infancy, and in this, as well as on account of the obstacles which in a new Country impede its progress, does not bear comparison with the venerable Institutions of the like nature in the Mother Country, particularly with that of which Your Royal Highness is an Alumnus, we nevertheless beg to assure Your Royal Highness that it possesses in common with them the affection and sense of obligations that are due to our Sovereign Lady the Queen, and the happy part of the Empire over which She immediately reigns. We pray that Your Royal Highness may find this present Visit in every way agreeable and fruitful of pleasing thoughts throughout many years to come. His Royal Highness expressed his thanks for the Address, and sent a written communication to the College through His Grace the Duke of Newcastle.

College of St. Hyacinthe, August 29th, 1860.

From Montreal the Prince proceeded by railway to St. Hyacinthe and Sherbrooke. At the entrance to the St. Hyacinthe College-grounds, a triumphal arch of handsome proportions had been raised. It bore the following inscription:

"*L'Intelligence, grandie par l'instruction gouverne le monde.*"

The distance between the Station and the College was about a mile, and along the entire route the crowd of spectators was dense and uninterrupted. A vast balcony of verdure had been erected in front of the College which bore the following words:

"*Salut a notre roi futur!*"

and was decorated with an immense number of small flags of every colour, bearing inscriptions pleasantly and happily applicable to the occasion. His Royal Highness was received on the steps leading to the College doors by the Superior of the House, accompanied by a numerous body of the Clergy of the Diocese. On ascending to the

College Hall, which was very handsomely decorated, a species of Throne elevated upon a dais was found prepared for the Prince's use. At each end of the Hall were inscriptions done in golden letters, to perpetuate the memory of the honour that day conferred upon the College. The first facing the Prince's seat, and was as follows:

"III. KALH SEPTEMB: MDCCCLX."

"Perpetuum decus, alma dies, his œdibus affers."

The other, above His Royal Highness' Throne, was:

"Non Anglica quondam ullo se tantum tellus jactabit alumno."

His Royal Highness having taken his seat,—the Governor General on his right, the Duke of Newcastle on his left—and all the Clergy standing in order on either side of the Hall, various Municipal Addresses were presented. The Superior then presented the following Address of the College, which was graciously received by His Royal Highness, and handed by him to His Grace of Newcastle, who was to forward a reply by post:

May it please Your Royal Highness,—We the Directors of the College of St. Hyacinthe, feel it our duty to present to your Royal Highness a special homage of our profound respect; for it is in our House that you have designed to stop while passing through this Town. We can appreciate the high honour which Your Royal Highness does to an Institution so humble and so destitute of all that is capable of exciting interest, and we recognise in the condescension which you this day extend to this College, a striking evidence of the importance which you attach to Education, the source of such noble enjoyments to the recipient, and the means so powerfully promotive of the prosperity of society. It is a solemn example that Your Royal Highness gives to the young Students of Canada, and one which, as our fortunate Pupils come to appreciate the value of the Studies to which they devote themselves, they will know how to profit by, when they reflect that the abode where they are taught was once visited by the Son of their August Sovereign, a Prince, who will one day be their King, wielding one of the most powerful Sceptres of the Earth. The presence of Your Royal Highness in this Institution, will often recall a remembrance of it by the strong feeling of joy which it excites to-day, and will produce in them a fervent love of learning, and the more so as, from what they hear and from what they see of the eminent qualities to which such homage is paid—homage to the august dignity, and also to the person of Your Royal Highness,—they feel all that the training of the mind through the highest education can add of splendor to the gifts of a most generous nature, and to the greatness of the noblest blood. Under this impulse, long felt in this College, will be formed men who will honourably discharge the duties of life, who will be the devoted friends of that learning, whose glory should be the ambition of every nation, and which sheds such lustre on noble Albion; men who will be citizens animated by those sentiments which do honour to the British Subject—respect for authority, the sure guarantee of public order; love of liberty, which vouchsfaes the rights of all; and that public spirit which prompts men to devote themselves to the glory and the prosperity of their Country. Religion which, by sanctifying elevates all, will contribute to develop these sentiments, and above all an unswerving loyalty to the authority that governs. The British Crown has the sublime Motto. "Dieu et mon Droit." By teaching our Pupils to fear and honour God, we instruct them in the respect due to authority. For God createst Kings, and calls them His Ministers. May Your Royal Highness design to receive this assurance of our fidelity and of our most dutiful devotion to Her Majesty, our Most Gracious Sovereign, and to the august Heir of her Throne, and at the same time the homage of our profound gratitude for the great favour, which has been extended to us; and may Your Royal Highness retain the

thought that, thanks to the principles which are inculcated here and the encouragement received this day, our Pupils may henceforth repeat as a rule of life, the words engraved upon your Arms—"Ich Dien," I serve—I serve my God, I serve my King, I serve my Country.

Bishop's College University, Lennoxville, August 29th.

At Sherbrooke, the following Address was presented: "May it please Your Royal Highness,—We, the Vice-Chancellor, Principal, Professors and other Members of the University of Bishop's College, Lennoxville, having received our Charter privileges as a University, by the gracious act of our beloved Queen, respectfully ask leave, on this occasion of your Royal Highness' Visit to Canada, as Representative of Her Majesty, —and Heir Apparent to the Throne,—to express our gratitude for the same, and our veneration for the person, and loyalty to the Crown and authority of our Sovereign. Having arrived here fresh from a Course of Study at the most ancient University in England, Your Royal Highness can well appreciate the advantages of such Institutions, and the effects they are calculated to produce upon the character of the people. As far as our limited means and opportunities will enable us, in these days of the infancy of our University, it will be our endeavour to promote sound learning and true Religion amongst the inhabitants of this Province, and to train up the rising generation in feelings of affection for the Mother Country, and loyality to their Sovereign, —so that, whenever it shall please Almighty God that Your Royal Highness shall proceed to the responsibilities and greatness of the Imperial Throne of England, we may hope that you will find in these noble Transatlantic Possessions, hearts as true and loyal to you as they now are to your august Mother, Her Most Gracious Majesty Queen Victoria, whom God preserve."

St. Francis' College, Richmond, August 29th.

An Address from the Authorities of the St. Francis College, of Richmond, was also presented by the Right Honourable Lord Aylmer, who resides in that neighborhood, and takes a warm interest in the College. Replies were to have been forwarded to these Addresses by post.

The Prince at Ottawa, August 31st.

One of the principal objects of the Visit of the Prince of Wales to Canada was to lay the Foundation Stone of the new Parliament Buildings at Ottawa, which he did.

School Children at Brockville, September 3rd.

From Ottawa the Prince proceeded, *viâ* Arnprior, to Brockville. The following verses in addition to the "National Anthem," were prepared for the Children's reception of the Prince, by the Chairman of the Brockville Board of School Trustees:

Lord, grant the Prince may be,
Grounded in love to thee,
In all his ways.
Lighted by Heaven's rays,
May he so guard his ways,
To earn a nation's praise,
God bless the Prince!

O Lord, with thy right arm,
Shield thou our Prince from harm;
Long may he live!
May he in honour's cause,
May he in virtue's laws,
Ever lift up his voice—
God bless the Prince!

The Prince at Kingston, September 5th.

Although no College Address was presented to the Prince at Kingston, a deputation from the University of Queen's College attended on board the *Kingston*, along with the Synod of the Presbyterian Church; and a "University Ode," composed by Mr. John May, a graduate, on the occasion of his Royal Highness' visit to the Province, was, with His Royal Highness' permission, presented by Professor Williamson, Chairman of the Senate, and was graciously received by the Prince.

The Prince at Cobourg, September 6th.

The Prince reached Cobourg from Belleville, and was most enthusiastically cheered. Amongst the numerous handsome decorations of the Town of Cobourg, there was erected by the Authorities of Victoria College, close to the Gateway of the University Grounds a substantial and very beautiful triple Arch. The three Arches were each surmounted with a Crown. Over the Arches on the western front ran the following appropriate superscription in white letters:

"Univ. Coll. Victoria Filium Victoria Salutat!"

This front of the Arch was also most tastefully adorned with flowers, and over the centre of the middle arch was displayed the crest of His Royal Highness. The whole arch was beautifully proportioned and finished with excellent taste and skill by the Students of the College, after a design by Mr. J. H. Dumble. Besides the College arch, there was, at the foot of College Street, the Grammar School Arch, erected under the superintendence of Captain Borradaile. Bats, Balls, and other Criketing symbols interspered with various Latin Mottoes, formed and peculiar characteristics of this Arch. The Mottoes read as follows:

"Hæc olim meminisse juvabit,"

"Sensere quid mens rite quid idoles. Nutrita faustis sub Penetralibus. Posset.

"Tuque dum procedis, Io Triumphe!"

University of Victoria College, September 6th.

At the Levee, on his arrival at Cobourg, the following Address, among others, was presented by President Nelles, to the Prince:

"May it please Your Royal Highness,—We, the Senate, Alumni and Students of the University of Victoria College, present to Your Royal Highness our loyal greetings and most cordial welcome. The visit of Your Royal Highness to this Humble Seat of Learning will ever be remembered by us with gratitude and pride, and the annual recurrence of the day, celebrated with festivity and joy, will enable us to give renewed expression to those feelings of devoted attachment to the British Throne, which it is our duty and happiness to cherish. Our infant University cannot boast of architectural grandeur or princely Endowments, but we may refer with pleasure to the fact that, although established and chiefly sustained by voluntary contributions, she was the first University in actual operation in this Colony, which she is, we believe, second to none in the number and character of her Graduates. Founded as our Institution is by Royal Charter, and honoured with the name of our illustrious and noble Queen, we desire that loyalty, patriotism and Religion may unitedly animate the Education imparted within her walls, and that the study of the unrivalled Literature of our Father-land, combined with the teachings of the Great Masters of Greece and Rome, may render Canadian youth not unworthy of their Saxon origin and language. We implore upon Your Royal Highness the Divine Blessing. May you live to become the Sovereign of this great Empire, and may your reign be as happy and benign as that of your august and revered Mother."

The Prince's Reply.

Accept my thanks for an Address which, proceeding from the Senate and Students of a College which bears the name of the Queen, my Mother, and is devoted to the Education of the youth of this Province, affords me peculiar pleasure. I wish your University every success, and earnestly hope that in future years it may spread the blessings of a sound education to the rapidly increasing population in the midst of which it is erected."

From the Address of the Town Council, which was read to His Royal Highness by the Mayor, John Beaty, junior, M.D., we gather the following interesting particulars. "With no small degree of pride we advert to the fact that our Town, forty years since, was called Cobourg, in honour of the first union contracted between the paternal house of your Royal Highness and the Royal Family of Great Britain; and with profound pleasure we now do homage personal to the Prince of Cobourg. Nearly twenty years since the College which adorns our Town was named Victoria,* in honour of the then Royal Princess, who has since won the unbounded love of Her Subjects and the admiration of the World, by the unrivalled virtues which adorn Her character as Sovereign and Mother." Upper Canada Academy was founded in 1832, and erected into a University College in 1841.

THE PRINCE AT PETERBORO', SEPTEMBER 7TH.

The Prince arrived from Cobourg, and drove in procession to the Court House grounds. As soon as he appeared on the Platform, the thousand School Children who were most neatly dressed, sang the "National Anthem," to which had been added the following appropriate verse:

Grant, Lord, our fervent prayer,
Still for old England's heir,
Thy love evince.
Watch o'er his early days,
Guide him in wisdom's ways,
So shall he sing Thy praise,
God save the Prince!

THE PRINCE AT TORONTO, SEPTEMBER 7TH.

The Prince reached Toronto, from Whitby, and was received with the greatest enthusiasm. Immediately after the presentation of the Address on the Dais of the Amphitheatre at the foot of John Street, Mr. John Carter gave the signal for the Children's welcome to the Prince. This they responded to by uniting their 5,000 voices in singing the grand old "National Anthem," in a manner which had never before been equalled in Toronto, and many were affected by it who were unused to such emotion. (The Prince himself was so deeply touched by the scene, that he requested Mr. Carter to favour him on another day with a repetition of the anthem, which was accordingly done.) The procession then defiled before His Royal Highness, and greeted him with hearty cheers. The second division of the procession, including the various Educational Institutions, was arranged in the following order:

The Toronto Grammar School.
The Officers and Members of Boards of School Trustees.
The Normal and Model Grammar Schools.
The Officers of Education Department and Council of Public Instruction.
Upper Canada College.
The University of Trinity College.
The University of Toronto, and University College, with other Affiliated Colleges and Institutions.

*The Queen ascended the throne in 1837,—four years before the Academy was erected into a College.

In the formation of this division of the procession the Upper College Boys led the way, followed by the Members of Trinity College, and closing with the Students, and Faculty of the University of Toronto and other Institutions.

University of Trinity College, September 8th.

After the presentations at the Levee, the following Address was presented to His Royal Highness:

"May it please Your Royal Highness,—We, the Chancellor, Masters, and Scholars of the University of Trinity College, Toronto, beg to express to your Royal Highness our heartfelt congratulations on the occasion of your Visit to this Province, and our grateful sense of the kindly interest which you have thus shown in the welfare of the Colony. While we gladly recognize the many obligations under which we lie, in common with all our fellow-subjects in this Province, to loyal attachment to the Throne of Great Britain, and to its present most gracious Occupant, it is our special duty to acknowledge the distinguished favour which Her Majesty the Queen has conferred upon us, by conveying to us, under her Royal Charter, the full privilege of a University. Her Majesty, in that Charter, has been pleased to declare her willingness "to promote the more perfect Establishment within the Diocese of Toronto of a College in connection with the United Church of England and Ireland, for the Education of Youth in the Doctrines and duties of the Christian Religion as inculcated by that Church, and for their Instruction in the various branches of Science and Literature, which are taught in the Universities of the Kingdom.' It will ever be our pride, as it must ever be our duty, faithfully to execute the trust thus graciously confided to us, both by the inculcation of sound Religious Principles, and by the communication of all useful Secular Learning. In attempting to discharge this duty, we are assured that we can propose to ourselves no better model than that of the ancient Universities of England, with the Studies of one of which Your Royal Highness is already familiar, while we learn with satisfaction that it is your design to form a like intimate acquaintance with the other. It will be our aim, by the Blessing of Almighty God, to perpetuate in this Colony that spirit of old English faith and loyalty, by which the Members of our Communion have ever been distinguished at Home, and by which we trust that they will still be recognized in every Land, in which our Church is planted under the protection of the British Crown."

The Prince's Reply.

"I thank you sincerely for the expression of loyalty and attachment to the British Crown contained in your Address, and for the welcome you have given me to this City. The Institution, from which the Address proceeds is one of the utmost importance to the Colony, inasmuch as it is destined to train those to whose care are committed the spiritual interests of the Members of the Church of England. I know the difficulties under which you have laboured, and sincerely hope that you may successfully surmount them."

During the illumination on the night of the Prince's arrival, Trinity College was beautifully decorated with Chinese and Japanese lanterns, and a very large star in Cremorne lamps beautified the structure.

The Prince at Collingwood, September 10th.

From Toronto the Prince proceeded to Collingwood, where the School Children welcomed him by singing "God Save the Queen."

University College and University of Toronto, Sept. 11th.

His Royal Highness visited the University Buildings, and was received at the Principal Entrance by the Chancellor, Vice-Chancellor, President of University Col-

lege, and other Members of the Senate, and conducted to the Convocation Hall. Upon the dais, was a beautifully executed Chair, for the use of the Prince, with a plume and the letters "A E." worked thereon in Maple Leaves. On the wall, at either side, were arranged Heraldic Shields, while, on the Wall over the Gallery, meeting were inscribed the words

"Imperii spem spes Provincia salutat."

As the Prince entered the hall, the Students, gave him three cheers.

The Chancellor, advanced and read the following Address:

May it please Your Royal Highness,—We, the Chancellor, Vice-Chancellor, Senate and Graduates of the University of Toronto, and the President, Council and Members of University College, desire to welcome Your Royal Highness with loyal and dutiful respect on your visit to the Capital of Upper Canada, and gladly avail ourselves of this auspicious occasion to renew the assurance of our devoted loyalty to the Queen, and to express our grateful appreciation of the manifold blessings which we enjoy under Her Majesty's benign sway. Fresh from the advantages of England's most ancient University, Your Royal Highness now honours with your presence the Academic Hall of this young Province. The pleasures and profit united in the purest of Collegiate Studies have already been enjoyed by you, and we doubt not that our efforts to extend the same Educational privileges among our Canadian Youth will command your sympathy. Framed as our System is upon the model of the Institutions of our Mother Country, while adapted in its details to the special wants of this portion of the Empire. To this great work, which involves the intellectual advancement of Canada, our best energies have been directed. By its means the first advantages of liberal culture, and Academic honours and rewards are placed within the reach of all who are prepared to avail themselves of their untrammelled facilities; and, under the Divine Blessing, our exertions have already been crowned with such success as encourages us to anticipate a noble future for our Provincial University and College. The high gratification which we feel on welcoming in the Heir of the British Crown, the destined Successor of our Royal Founder, is specially enhanced to us by the consideration that, alike by study and travel, Your Royal Highness is being trained for the duties of the exalted position you are born to occupy. In these Halls, devoted to the training of the Youth, on whom the future hopes of Canada rest, we welcome you as he hope of this great Empire. We rejoice to recognize in our Prince the promise of qualities which will render him worthy to inherit the Crown of our beloved Queen, whose virtues are associated with the glories of the Victorian era, and whose Sceptre is the guarantee of equal liberties enjoyed in this, as in every Province of Her world wide Dominions.

The Prince's Reply.

I rejoice to receive the assurances of your loyalty to the Queen and your appreciation of the blessing enjoyed under her sway by every portion of her Empire. I am, at this moment, a Member of a more ancient University, but I am not, on that account, the less inclined to respect and honour those whose efforts are directed to the spread of knowledge and learning in a young Country. I sympathize heartily with the efforts which you are making on behalf of Science and Literature. I believe that much depends on your exertions, and I earnestly hope that the best evidence of the successful exertions of the University of Toronto may hereafter be found in the progress and prosperity of Canada.

It was then moved by the Vice-Chancellor, seconded by the Rev. President of University College, and resolved: "That His Royal Highness, Albert Edward, Prince of Wales, be admitted to the standing of a Student of the Second Year in the University of Toronto." The Resolution was carried with loud acclamations.

Upper Canada College, September 11th.

After the Prince had enrolled his name in the University Books, the Principal and Masters of Upper Canada College advanced and read their Address, as follows:

May it please Your Royal Highness:—We, the Principal and Masters of Upper Canada College, beg to approach Your Royal Highness with sentiments of devoted loyalty to Her Most Gracious Majesty the Queen. The Institution with which we are connected is amongst the earliest of the educational benefits conferred upon this Province by the enlightened liberality of your illustrious relative, His Majesty King George IV. Established in 1829 by Royal Charter, Upper Canada College has since continued to discharge a most important work in the Education of many hundreds of Canadian Youth, numbers of whom have been enabled, under the Divine Blessing, to serve their Country and the Empire with credit in various honourable positions. The Danube, the Crimea, and the still more recent battle-fields of India, stained with their life-blood, have witnessed the daring and devotion of Upper Canada College Boys; and among the Officers of that Regiment, which boasts your Royal Highness' name, are several whose career in Upper Canada College gives promise of good service to their Country, should opportunity offer. It is our grateful duty and our privilege, along with the sound and Religious Training which characterizes the time honoured Grammar Schools of England, to inculcate in our Canadian Youth attachment to the Land and Institutions of their Forefathers, and so as to educate both mind and body that they may be fitting and useful members of the great Empire to which it is our pride to belong. In those of our youth who are now passing under our care, we cannot, on this happy occasion, forget that we see many who are destined to take prominent parts in the future of this young Country, at a time, when, in the order of Providence, Your Highness shall hold the Sceptre, which is now so benignly swayed by your august Mother; and the recollection of this Royal Visit will, we fervently trust, stamp an indelible impress of reality on the abstract sentiment of loyalty, and knit the hearts of the rising generation inseparably to the youthful Heir of the mightiest Empire in the World.

The Prince and Suite, on leaving the Convocation Hall, proceeded to the Library, where they were received by the Boys of Upper Canada College, who occupied the Galleries. On entering, three hearty cheers were given for the Prince, and three more on his leaving the Library.

Education Department, Upper Canada, September 11th.

At half past three o'clock the Prince visited the Normal School Building, and was received at the Door by the Chief Superintendent of Education and Officers of the Department, and also by the other Members of the Council of Public Instruction for Upper Canada and conducted to the Theatre of the Institution. The Students of the Normal School and the Children of the Model School, Boys and Girls, were placed in the body of the Theatre of the Building, while the Gallery was occupied by the general public. Upon His Royal Highness entering the Room the Students and Children rose, and heartily sang God Save the Queen, followed by three enthusiastic cheers for the Prince, who looked smilingly on and seemed delighted with the sight before him. The Prince was presented with a bouquet by a Pupil of the Girl's Model School.

Judge Harrison, the Chairman of the Council, read the following Address:—May it please Your Royal Highness,—The Council of Public Instruction for Upper Canada beg to unite with the many thousands of our fellow subjects in welcoming you to a Country first selected as a home by the United Empire Loyalists of America. To us, as a Body, has been assigned the task of establishing Normal and Model Schools for the Training of Teachers, of making the Regulations for the Government of Ele-

mentary and Grammar Schools throughout the Country, and of selecting the Text-books and Libraries to be used in them; while on one of our number has been imposed the duty of preparing and adminstrating the School Laws. It has been our aim to imbibe the spirit and imitate the example of our beloved Sovereign in the interest and zeal with which Her Majesty has encouraged the Training of Teachers, and the establishment of Schools for the Education of the masses of Her People; and we have been nobly seconded in our efforts by our Canadian fellow-subjects at large. At the commencement of our labours in 1846, our Meetings were held in a private House, the number of our Schools was 2,500, and the number of the Pupils in them was about 100,000. At the present time we have the Educational Buildings now honoured by the presence of Your Royal Highness, where Teachers are trained, and Maps, Apparatus, and Libraries are provided for the Schools; and those Schools now number 4,000 attended by 300,000 pupils. In the Song and Text-books of the Schools, loyalty to the Queen and love to the Mother Country are blended with the spirit of Canadian Patriotism, and Christian Principles with sound knowledge are combined in the Teaching and Libraries of the Schools. With all our Canadian fellow-countrymen, our earnest prayer is "Long live the Queen." But, whenever, in the order of Providence it shall devolve on Your Royal Highness to ascend the Throne of your august Ancestors, we trust the System of Public Instruction, now inaugurated, will have largely contributed to render the People of Upper Canada second to no other People in your vast Dominions, in Virtue, Intelligence, Enterprise and Christian Civilization.

The Prince's Reply.

"The Progress of Canada has excited my admiration, but there is no subject in which your efforts appear to have been more glorious than in the matter of Public Education. You have, I know, the assistance of an able administrator in the person of your Chief Superintendent, and I hope that the Public Education of Upper Canada will continue to emulate the principles of Piety, Obedience to Law, and Christian Charity among a thriving and industrious population. Accept my thanks, for the welcome now offered to me within the walls of this great and important Establishment."

The Pupils then sang, with fine effect, the following School Song, entitled "Hurrah! Hurrah for Canada!"

Hurrah! Hurrah for Canada!
Her Woods and Valleys green;
Hurrah for dear old England,
Hurrah for England's Queen!
Good Ships be on her Waters,
Firm Friends upon her Shores;
Peace, peace, within her borders,
And plenty in her stores.

Right loyalty we're singing,
To all Nations make it known,
That we love the Land we live in,
And our Queen upon her Throne.
Long may the Sons of Canada
Continue as they've been,
True to their Native Country,
And faithful to their Queen!

The Prince having returned his acknowledgments, and expressed to Doctor Ryerson the pleasure he experienced, was conducted to the Council Chamber, the Library and Map Depository, the Museum and other portions of the Building. In the Library the Officers of the Department and Schools and Members of the Council were severally introduced to him, and he there signed his name "Albert Edward P." in a neat, legible, pointed hand. The Duke of Newcastle, the Earl of St. Germans, Sir Edmund Head, General Bruce, General Williams, and other Members of the Prince's Suite, as also Lady Franklin, who was present, also signed their names in the Council Book. The following is a fac-simile of these signatures:

Albert Edward P.

Newcastle

September 11th, 1860

S. Gerrard

W. Robert. Bruce
Asst General

W. F. W. Williams
Lt Genl.

Wm Stairs

G. Grey Vice Adm. Seymour.

Cundale
Capt. A.D.C. Major Gen.

Francis Retallack.
Captain 63rd Regt & Military Secretary.

Gardner D Englehart
Barrister at Law.

Henry W. Acland MD FRS
Regius Professor of Medicine, Oxford

S. Henry Seymour
Comdr R.N.
E.W. Vansittart. -
Capt. Aide de Camp

Jane Franklin.

On his visit to the Museum the Educational Depositories, his Royal Highness expressed himself much pleased with the various specimens of Philosophical Instruments, Maps, and Globes, of Canadian Manufacture, which were shown to him. The Duke of Newcastle, who is Chairman of a British Commission on Education, made many enquiries, and requested Doctor Ryerson to furnish him with some written information on the subject, which he did and which is inserted on a subsequent page of this Volume. On a previous Evening, Major General Bruce and Lord Lyons, Ambassador at Washington, also visited the Institution, and made many enquiries. After remaining in the Building for upwards of an hour, the Prince took his departure, amidst the cheers of the assembled crowd, and ejaculations of love and admiration for His Royal Highness.

Among those in the Suite of the Prince of Wales who visited the Education Department was Doctor Acland. Among the documents given to him was a Depository Catalogue. As it was a marked copy he returned it with the following note:—

At your Department to-day a Gentleman allowed me to have one of the Calalogues, in reaching home I find it to be a marked copy, and therefore return it, But I should be grateful for one, and also for your last year's Report, or even those of the last two years.

It may appear almost undesirable, and certainly unnecessary for me to add the expression of the deep respect which I felt for the exertions which have led to so splendid an educational consummation as your Department, including the Normal School of Upper Canada, and I should have felt it a most happy and cheering reward for a Transatlantic journey had I seen this evidence alone of what is being done for the next generation of this great Province.

Toronto, September 11th, 1860. H. M. Acland, Prince's Physician.

Illumination of the Education Department Buildings.

On the night of the Prince of Wales' arrival, the Buildings of the Education Department presented a most beautiful spectacle, and the Illuminations and Decorations perhaps exceeded, in taste and noveltry of design, any other in the City. First of all there was a flag-post, 90 feet above the Cupola, suspended from which was the Union Jack. On either side waved the Ensigns of St. George, St. Patrick, and St. Andrew. Placed within the Cupola was a Bust of Her Majesty Queen Vitcoria, underneath a Canopy trimmed with Crimson Cloth. Surrounding the Cupola were large Globes, with a number of Reflectors attached, so as to reflect the profile of Her Majesty. At the top of the cornicing, and in the centre of the Building, was a large Crown, supported by the letters "V. R." The four Ionic Columns in front, facing Gould Street, were decorated with variegated lamps running up the whole length of the pillars. On each Recess of the Building were placed the Shields representing England, Ireland, and Scotland. Beneath the Crown, in the centre, was the Coat of Arms, in tasteful relief, of the Education Department. It was prepared by Mr. May, the Clerk of Libraries, and was most tastefully executed. The words *Religio, Scientia, Libertas,* on the Arms were well displayed; and the Cornucopia, with its overflowing fruit, presented a very pretty appearance. On each side of this was a transparency, painted on glass, of the Prince of Wales' Coat-of-arms. In the front recesses were the words, "Welcome to Canada!" and "Long live our Prince!" in large letters, encased in various coloured glass. Both the right and left wings of the Building were adorned with the Prince of Wales' Plume and the letters "A. E." in coloured glass. The whole of the Building was neatly festooned, and in such a manner as not to hide the beauty of the Architecture. In the windows there were no less than 1,200 transparencies, chiefly of the Rose, Shamrock, Thistle, and Maple Leaf.

KNOX (THEOLOGICAL) COLLEGE, SEPTEMBER 11TH.

After leaving the Education Department, His Royal Highness proceeded to Knox College, where he received the following Address: "May it please Your Royal Highness,—We, the Principal, Professors, and other Members of the Senate of Knox (Theological) College beg leave to offer our cordial congratulations on Your Royal Highness' Visit to this part of Her Majesty's Dominions. We gladly embrace the opportunity which it affords of testifying our dutiful regard for our gracious Queen and the Royal Family, and our appreciation of the protection we enjoy under the shield of British Law in the prosecution of our Literary and Religious labours. We assure Your Royal Highness of the one sentiment of loyalty to the British Crown, which animates alike Teachers and Students in the Institute we preside over. We trust we shall aim at making some fit return for the invaluable civil privileges afforded to us by Divine Providence, by training the Young Men committed to our charge, in such sound Religion and Moral Principles as may qualify them to diffuse among others the knowledge of that Righteousness which exalteth a Nation. Accept the expression of our fervent wishes for Your Royal Highness' protection by sea and land, and of our earnest hopes that the visit you now make to these parts of the World, may be no less gratifying to our Royal Visitor than it is fitted, we are persuaded, to strengthen the ties that bind us all to the British Throne, and to subserve your Royal Highness' preparation for the high ulterior functions to which Divine Providence may one day call you."

The Duke of Newcastle's Reply on behalf of the Prince.

I have the honour to convey to you the thanks of His Royal Highness the Prince of Wales, for the Address presented to him by the Principal, Professors, and other Members of the Senate of Knox College. NEWCASTLE.

The Reverend Doctor Willis, with such of the Senate as were present, conducted His Royal Highness to the Library. The Prince recorded his name in the Visitor's Book, after the Principal had stated in concise terms the history of the Institution. Referring to the Address presented to His Royal Highness Doctor Willis said that their young College had little to shew; but it had already trained nearly one hundred Scholars for the Sacred Office of the Ministry.

THE PRINCE AT GUELPH, SEPTEMBER 12TH.

On his way to London, the Prince was enthusiastically received at Guelph. On his arrival at the Railway Station, the Children of the Public Schools sang the "National Anthem," including the following verse at the close:

Crown with each kingly grace,
Wisdom and righteousness,
Our youthful Prince.
Strong in the nation's might,
May he defend the right,
Turn all his foes to flight,
God save the Prince.

THE PRINCE AT BERLIN, SEPTEMBER, 12TH.

At Berlin where the Prince was also cordially received, a loyal address in German was presented to him. He at once made a verbal reply in German, thanking the German people most affectionately for their kind wishes and Address.

The Prince at London, September 12th.

At London the Royal carriage stopped in the centre of the semi-circular erection that had been built for the Children of the Public Schools. Here the little ones to the number of three thousand, commenced cheering and waving their handkerchiefs, and when the Royal carriage was drawn up in front of them, sang the "National Anthem" in good style. This was one of the most interesting sights of the day. The departure of the Prince, like his arrival, was the signal for loud cheering on the part of the youngsters, and their little voices seemed to vie with each other in doing honour to their Royal Visitor.

The Prince at Sarnia, September 13th.

Arrived at Sarnia, the Prince entered one of the prettiest pavilions he had yet seen. Around it about 5,000 people were seated, including 200 Indians from the Manitoulin Islands. The Indians were adorned with Hawks' Feathers and Squirrels' tails, as to their Heads, with Silver Ornaments in their Noses, Moccasins on their Feet. One of them a striking figure named Kan-wa-ga-shi, or the Great Bear of the North, delivered in a loud voice an Indian Address to the Prince, which was translated to him by the Indian Interpreter, who, as the Red man finished each phrase and folded his arms, gave the meaning of what was said. The Address was as follows:

Brother, Great Brother,—The sky is beautiful. It was the wish of the Great Spirit that we should meet in this place. My heart is glad that the Queen sent her eldest Son to see her Indian subjects. I am happy to see you here this day. I hope the sky will continue to look fine to give happiness both to the Whites and to the Indians.

Great Brother,—When you were a little Child your Parents told you that there were such people as Indians in Canada, and now since you have come to Canada yourself, you see them. I am one of the Ojibeway Chiefs, and represent the Tribe here assembled to welcome their Great Brother.

Great Brother,—You see the Indians who are around you; they have heard that at some future day you will put on the British Crown and sit on the British Throne. It is their earnest desire that you will always remember them.

The Prince replied verbally that he was grateful for the Address; that he hoped that the sky would always be beautiful, and that he should never forget his Red Brethren.

As each phrase was interpreted to the Indians, they yelled their approbation—the sound they uttered seemed like "nee wugh."

The Chief shook hands with the Prince and the Governor, the others bowed as their names were called, and to each his Royal Highness gave a Medal with the likeness of Her Majesty on one side—the Royal Arms on the other. Then the red men brought forward a Box and gave it to the Prince. It contained a Tomahawk, Bow and arrows, wampums, pipes of peace and other Indian curiosities. His Royal Highness graciously received the present.

Canadian Literary Institute, Woodstock, September 14th.

From London the Prince proceeded to Woodstock (on his way to Niagara Falls,) where, among other Addresses, he received the following from the Baptist Literary Institute, which was read by the Principal, the Reverend Doctor Fyfe.

"May it please Your Royal Highness:—We, the Principal and Trustees of the Canadian Literary Institute beg leave heartily to congratluate your Royal Highness on your auspicious Visit to this Province. The Institution which we represent is designed to impart a higher Academic Education both to Males and Females, and also

to Educate Young Men for the Ministry, in connection with the Baptist Denomination. Our enterprise is yet in its infancy, but we deem it a happy event in our history that we thus early in the progress of our work have so favourable an opportunity of expressing our devoted loyalty to our beloved Sovereign, your Royal Mother, and our firm attachment to British connection. Our Prayer and Hope are that you may be enabled to recall with pleasure your visit to Canada, where your presence has gladdened so many loyal hearts."

The Prince's Reply.

"I thank you sincerely for the Address which you have presented to me. In the Queen's name I acknowledge the expressions of your loyalty to Her Crown and Person; and for myself, I am grateful to you for this welcome given to me by your Institute.

THE PRINCE AT QUEENSTON HEIGHTS, SEPTEMBER 18TH.

When the Prince arrived from Niagara Falls, he received an Address from the Veterans of 1812, and proceeded to lay the Cornerstone of an Obelisk on the spot where the gallant Sir Isaac Brock fell. Most of the Veterans were dressed in the quaint Uniforms of their time. They were all old men, with hair bleached by sixty and seventy winters.

On the south side of the Monument, a platform was erected, on which the Prince received the Address. At its foot of it were collected the heroes of 1812; some in their old uniforms—and some in plain clothes; and almost all with medals on their breasts. There were collected a few survivors of the young spirits who were the life and soul of the war: those whose names are written in the history of their Country for the gallant deeds they then performed, and the high position to which they have since attained. Among them were such men as Sir J. B. Robinson, the Bishop of Toronto, Judge McLean, Sir E. P. Taché Sir A. McNab, Mr. R. Stanton, the Honourable Mr. Gordon, the Reverend George Ryerson, the Honourable W. H. Merritt, Colonels Kingsmill, the Honourable Mr. Dixon, Colonel James Clark, Colonel E. W. Thompson, Colonels Duggan, H. Ruttan, Macdonell, and Major Wm. Cawthra.

As soon as His Royal Highness reached the Platform, and greeted the Bishop of Toronto, and the other gentlemen present with sundry courteous bows, Sir John Beverley Robinson presented the Address, to which the Prince made a gracious reply.

THE PRINCE AT HAMILTON, SEPTEMBER 18TH.

The Prince was well received at Hamilton. On the stand, about 2,500 Children of the Public Schools were ranged, and when the Prince drew near, their voices were raised in song, which at once attracted the Prince's attention. He bowed repeatedly, and looked pleased and happy.

HAMILTON CENTRAL SCHOOL, SEPTEMBER 19TH.

In Hamilton, the Prince visited the Central School; on entering the Building he was received by the Trustees and Teachers of the School, several of the Clergymen of the city, the Reverend Doctor Ryerson, Chief Superintendent of Education, and several Members of the Corporation. He was conducted through the Building—by the Principal, Mr. A. McCallum. Before he left the Building all the Children, who were nicely dressed, sang "Welcome," a piece composed for the occasion, and "God Save the Queen," in a very fine style, and the following Address was presented to him:—

"May it please Your Royal Highness,—We, the Chairman and Members of the Board of School Trustees, beg to approach your Royal Highness with our loyal and dutiful respects, and in our own name and in the name of the Teachers and Pupils of

the several Schools under our care we most heartily and lovingly greet you on your auspicious arrival in this City, and we gratefully bid you a joyous welcome. Among the great and manifold blessings we enjoy under the benign sway of our most gracoius Sovereign, Your August and honoured Mother, we especially prize the System of General Education established in this Province, which if matured and maintained, will soon render a good Common Education a young Canadian's birthright altogether irrespective of his class, colour, or condition, and access to the School-house the privilege of all. In all our Schools, together with the appropriate Lessons in the great principles of Religion and Patriotism, Loyalty and Charity, are kindly but affectionately inculcated, and we feel assured that the condescension of Your Royal Highness in visiting this and the other Schools of Learning in the Province, will not only greatly encourage the work of Education, but will also foster and perpetuate in the minds of the young that profound sentiment of devoted loyalty which widens the tie which binds us as a People to the British Crown, and which will hereafter strengthen the pillars of that illustrious Throne which, in the Providence of God, you may be called upon to occupy. We gladly avail ourselves of this occasion to renew our assurance of loyalty to the Queen, and of high personal regard for Your Royal Highness. May the recollection of your present extended Tour be to you a source of future satisfaction, and may your further journey be prosperous and your return home safe and happy."

The Duke of Newcastle's reply.

I have the honour to convey to you the thanks of His Royal Highness the Prince of Wales, for the Address presented to him by the Chairman and Members of the Board of School Trustees for the City of Hamilton.—NEWCASTLE.

CHAPTER XIII.

CORRESPONDENCE ARISING OUT OF THE VISIT OF THE PRINCE OF WALES TO CANADA, 1860.

Before the Prince of Wales left the Province, he requested the Duke of Newcastle to convey to His Excellency the Governor General his desire to appropriate a sum of money to various Educational Institutions in Upper Canada. This the Duke did in a Letter, dated the 17th September, to Sir Edmund Head.

A copy of that Letter and that of the Duke of Newcastle was sent to the Reverend Doctor Ryerson by Sir Edmund Head as follows:—

I have the honour to enclose an extract from a Letter addressed to me by His Grace the Duke of Newcastle, and I beg, at the same time, to inform you that the Normal School Establishment is one of the Institutions contained in the Schedule referred to in such extract.

I shall be ready to consider any scheme which may be submitted to me for the application of £200, and so soon as such scheme shall have been approved of, the money will be placed at the disposal of your Institution, to be invested, or dealt with according to the plan sanctioned.

I will thank you to inform me of the exact legal style of the person, or persons, to whom the Money will have to be paid over, in order that the Cheques, or authority, to the Bank may be properly drawn.

QUEBEC, September 24th, 1860. EDMUND HEAD.

Enclosure: Extract from a Letter addressed by the Duke of Newcastle to Sir Edmund Head, September 17th, 1860.

I have the pleasure of informing you that the Prince of Wales has placed to your account at the Bank of Montreal a sum of Money, which His Royal Highness requests

you to be so good as to distribute to the Institutions in Canada, named in the following Schedule, in the sums placed opposite to each, as some token of the very great gratification which His Royal Highness has derived from the interesting Visit which is now nearly completed, and as a proof of the deep interest which he must always take in the future of this magnificent Province.

His Royal Highness wishes that the Sums appropriated to each Institution should be applied in the distribution of Prizes to the Students, in such way as may be suggested by the Governing Body, as most conductive to the interests of the Institutions, subject in each case to your approval.

II. REPLY TO MR. PENNEFATHER, THE GOVERNOR'S SECRETARY, BY DOCTOR RYERSON.

I have had the honour to receive a Letter from His Excellency, Sir Edmund Head, dated September 24th, 1860, enclosing an Extract of a Letter, from His Grace the Duke of Newcastle, and informing me that His Royal Highness the Prince of Wales had placed in the Bank, subject to His Excellency's Order, the sum of £200 to be distributed in Prizes to the Students of the Provincial Schools connected with this Department, and as a memento of His Royal Highness' Visit to them, and of his deep interest in their usefulness. His Excellency has requested me, at the same time, to submit, for his consideration and approval, the plan proposed for carrying into effect the wishes of His Royal Highness.

I have laid these Communications before the Council of Public Instruction for Upper Canada, and, after much consideration, the Council has thought it best to invest in Public Securities the principal, (£200), and distribute the annual proceeds in Prizes to Pupils in the Model Grammar School, and in the two Model Schools.

As one hundred per cent. is apportioned out of the Parliamentary Grant on whatever purchases are made for Prizes in the Public Schools, the Prince of Wales Prizes will thus be made equal to the value of the interest on £400 per annum.

I am requested to state, that, if the arrangement above mentioned meet the approbation of His Excellency, he will be pleased to place the gracious Benefaction of His Royal Highness to my credit, as Chief Superintendent of Education for Upper Canada, for investment.

TORONTO, 16th January, 1861. EGERTON RYERSON.

III. REPLY OF MR. SECRETARY PENNEFATHER TO THE REVEREND DOCTOR RYERSON.

The Governor General, having been pleased to approve of the scheme of disposal of the amount presented by His Royal Highness the Prince of Wales to the Education Department for Upper Canada, which you set forth in your letter of January 16th last, I am now directed to inform you that the Cashier of the Bank of Montreal, at Montreal, has been this day instructed to pay the Eight hundred dollars in question to your order.

QUEBEC, March 2nd, 1861. R. J. PENNEFATHER, Secretary.

The Prince's gifts already announced are as follows:—

To the University of Queen's College, Kingston	$800
To the University of Victoria College, Cobourg	800
To the Normal and Model Schools, Toronto	800
To Knox's Theological College, Toronto	800

McGill and Bishop's Colleges, and other Educational Institutions in Lower Canada have also each received $800 from the Prince

IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE DUKE OF NEWCASTLE.

In accordance with your Grace's personal request, I have the honour to make a few remarks on the System of Public Instruction in Upper Canada, and to offer suggestions, as to the adaption of two, or three, features of it to England and Scotland.

I will not burden this Letter by any account of our Canadian School System further than the practical object of this Letter require; but for your Grace's convenience, should you think it needful, or worth while, to refer to any part of the subject, I herewith enclose the following Pamphlets, which contain a full account of that System.

(1) On the first Pamphlet, containing an account of the proceedings in laying the Corner Stone of the Normal and Model Schools by the Earl of Elgin, there is "An introductory Sketch (of eight pages) of the system of Public Instruction in Upper Canada" stating the origin of each leading feature of our School System, and the points of difference between it and the School System of the State of New York. But since that Sketch was written, our School-Apparatus and Library systems, and Model Grammar School, have been added to the Department.

(2) In the second and third parts of the "Special Report" of 1858, etcetera, will be found an account of our system of supplying the Municipalities and School Sections with School Apparatus and Libraries, and copies of my Correspondence with Her Majesty's Government and the co-operation thus obtained to promote those objects. As objections to this system were made, a "Special Report" was written to remove them, and they have never since been repeated.

(3) In the accompanying School Report for 1857, I have compared the working and results of the Upper Canada School System with those of the System, or Measures adopted in England and Ireland. In the portion of my enclosed Report, (the first part only being yet printed,) for 1859, I have compared the progress of the Upper Canadian and the State of New York, School Systems.

These Documents, together with a copy of our School Laws, present an historical and practical view of our School System.

I now address myself to the practical objects of this Letter, and which are probably all that your Grace's time will permit your attention to.

1. In Upper Canada, as in England, the State provision for Elementary Instruction is by Parliamentary Grants, (our School Lands are not yet yielding a sufficient Fund for that purpose); those Grants to Upper Canada having gradually advanced since 1846, from £17,000 to £36,000 sterling per annum. It is by means of this small Annual Grant that the School System in Upper Canada has been established and advanced to its present state; and this has been done by employing the Parliamentary Grant, not to supersede, but to develop and encourage, local effort.

2. This Grant is annually apportioned to each Township, City, Town and Incorporated Village Municipality according to the School population between the ages of five and sixteen years; but, upon the condition that each County Municipality shall provide, at least, an equal sum by Assessment on Property,—each such Municipality being empowered by law to provide any additional sum, or sums, it may judge expedient for School purposes.

3. These two sums,—that apportioned from the Parliamentary Grant and the, (at least,) equal sum provided by County Municipal Assessment,—constitute, in each Municipality, the "School Fund"; and this Fund is distributed, in half yearly instalments, to the several Schools in each Municipality according to the average attendance of Pupils, as stated in authenticated yearly returns. The Township Municipalities are divided into School Sections of two, or three, miles square each; and in each of these Sections, Trustees are elected by the Rate-payers; and the School in each of these Sections is aided according to its work,—the number of Pupils it teaches, and the length of time it teaches them. No school is entitled to aid, unless kept open at least six months of the year; and the strong pecuniary inducement of average attendance is held out to encourage the largest and most regular attendance of Pupils, and the operations of the School during the whole year, if possible. In each City, Town, or Incorporated Village, there is but one Board of School Trustees, elected by the Rate-payers; but, in each such City, Town, or Incorporated Village, as also in Township School Sections, Roman Catholic Trustees may be elected by such of their own Church

as desire a Separate School. The Supporters of such Schools are exempted from paying Public School Rates, as long as they keep their Separate School open, but they receive no part of the Municipal School Assessment, but their Schools share in the Legislative Grant according to the average attendance of Pupils. They can tax themselves for the support of their own Schools. There are only 105 Roman Catholic Separate Schools, out of 3,953, Elementary Schools in Upper Canada.

4. No part of the School Fund,—(made up of the Legislative Grant and its equivalant of local Assessment), is allowed to be expended for Building School Houses,—the expense of which must be provided by the Inhabitants in each locality. Nor is any part of the School Fund allowed to be paid to any other than a legally qualified Teacher; one who has appeared before a Public Board of Examiners, and obtained from them a Certificate of Qualification as a First, Second, or Third, Class Teacher, according to a Programme sanctioned by the Council of Public Instruction. The Local Superintendents, or Inspectors, of Schools are appointed and paid by our County Councils, or by the City, or Town, School Corporations.

With these preliminary statements, I venture to offer the following remarks and suggestions for your Grace's consideration with a view to improve the School System in Great Britian.

1. I think that little, or nothing can be learned in Canada superior to what will be found in England, as to the training of Teachers. The teaching in Schools, or in the matter of School Maps, Apparatus, or Text Books, although I have thought much improvement might be made in furnishing English School Houses, especially in providing Desks and Seats, with supports for the backs of Pupils.

2. The characteristic differences between the School Systems in Upper Canada and Great Britian are in their comparative nationality and economy. In Upper Canada, the Schools are designed for all classes,—nineteen twentieths of the youth of all ranks during the last ten years, receiving their Elementary Education in them. This has been effected, not by any discussion of abstract priciples, but by making the Public Elementary Schools the best of the kind in the Country, and making the property of all persons liable to be taxed for their support. I say liable; for in each Municipality there is the option of assessment, or voluntary subscription; but the latter has been abandoned where ever tried. In England, the Schools aided by Parliamentary Grants, are chiefly for the Children of what are called the Labouring Classes. It is not probable that this class of School ever will be so national in England as in Upper Canada, but it is all important that they be made more national than they are,—that is, that they be made to supply the educational wants and command the respect and support of the great mass of at least the Middle and Working Classes. The School System in Upper Canada is far more economical than that in England. The expenses of the Education Office of the Privy Council Committee in London amount to between Sixteen and Twenty thousand pounds sterling per annum,—equal to one half the amount of the Parliamentary Grant for Educational purposes in Upper Canada,—including the Normal and Model Schools, the supply of School Maps and Apparatus and Libraries. In addition to this, the Salaries of the School Inspectors in England amount to about Thirty-five thousand pounds per annum—an expense which is here wholly defrayed by the Municipalities. I know that the usages of society, and other circumstances, prevent such affairs from being managed at as little expense in England as in Canada. But the difference is enormous; especially when it is considered that there are more than half as many Schools in Upper Canada as are imputed in Great Britain, and when nearly one-half as many Pupils are taught in Schools in Upper Canada as in those of Great Britian,—our Schools being 3,953, and our Pupils 300,000. The question then is, can the School System be made more national in Great Britain, and can be made comparatively less expensive for the Parliament?

3. To render the School System in England more national in its operations, it appears to me that a Parliamentary Grant, say three, four, five, or six hundred thousand pounds be apportioned to each of the Cities, Counties and Towns in Great Britain

annually, according to the whole population, or the population of certain ages, requiring each such County, City, or Town, to provide an equal sum by local School Rate. This sum, (increased to any amount the Municipality may think proper, as in Canada,) to be paid into the hands of the Municipal Treasurer, or some other Officer appointed to receive it, as also whatever may be apportioned from the Parliamentary Grant. The two sums together to form a County, City, or Town, School Fund; and that Fund to be expended for no other purpose than for the payment of Teachers; and to such Teachers only as are certified as qualified by some public authority. The Fund to be distributed among the several Schools of the Municipality organized and managed by Committees, or Trustees, of any Religious Persuasion, according to Regulations prescribed by Government, and according to the average attendance of Pupils in each School, as shewn by authenticated half yearly Returns. Then, each Municipal Corporation should be authorized to appoint a Board of Education, (or the ordinary Electors in each Municipality should be authorized to elect such Board), with power to establish Elementary Schools for that class of the population, (probably the poorest and most numerous class,) which it not embraced in any Church; and probably those Municipality Schools might, in many places, absorb and supersede the Denominational Schools. Local influences and interests will soon determine the number and kind of Schools in each Municipality, without any interference on the part of the Government. By the Municipality providing at least one half of the local School Fund, and having the right to establish Schools, it acquires a sort of proprietorship, and, therefore, a kind of proprietory interest in all the Schools established within its jurisdiction. This interest will soon become general in each Municipality, and increase to a degree of liberalty and exertion which cannot be easily anticipated; and whether the operations of it be by the rivalry of different Religious Persuasions, or parties, or by the union of all, (as in most of the Municipalities in Upper Canada,) the result cannot but be beneficial. It can then make no difference with the Government, whether the Schools be few, or many, as the sum apportioned to each Municipality is, not according to the number of Schools, but according to population, and distributed to each School according to the number of Pupils taught and the length of time the School is kept open.

5. A sum of some twenty, forty, or fifty, thousand pounds of the Parliamentary Grant might be set apart for aiding local School Managers to furnish their Schools with Maps, Apparatus, and Libraries, under such instructions, (in regard to Books for Libraries especially,) as the Government might think necessary, but always upon the condition that an equal sum be provided, in each case, from local sources, for the same objects. This feature of the System already obtains largely in England.

6. There are certain things which the Government may well leave to local discretion and effort.

(a) The Religious Instruction of the Pupils. This belongs, not to Government, but to the Parents and Pastors of the Pupils. The Government should recognize the principle and the duty, and encourage its exercise; but should leave the responsibility where the Holy Scriptures and the Canons of the Church have placed it. In this way, the Government will avoid endless disputes and difficulties, without neglecting any duty. It may be proper to protect, as with us, parental rights as to Religious Instruction of their Children against their wishes, and to require that certain hours of the week shall be allowed for Religious Instruction by those desired by the parents and Pastors of Children to give it, in the Municipal as well as Denominational Schools. But it is one thing for Government to recognize the principle of Religious Instruction and to provide, by Regulation, facilities for governing it, and it is another thing for the Government to prescribe the Instruction which shall be given, and appoint the parties to give it,—although the two are often confounded.

(b) I think the Government should have nothing to do with the appointment, salaries, or dismissal, of Teachers,—these things should be left altogether to the Local

Managers of the Schools,—each School being aided according to the average attendance at School of the Pupils for each half year, but taught by a legally certified Teacher.

(c) Nor do I think the Government should have anything to do with the purchase, or erection, of School Houses, or allow any part of the Parliamentary Grant to be expended for those purposes. Thus a very large portion of the Parliamentary Grant will be saved, as also a great deal of trouble, besides office expenses. Formerly in Upper Canada, and until very recently in Lower Canada, a part of the Parliamentary Grant was applied to aid, (as it was called,) in building School Houses. The first School Act of 1846, which I recommended confined the School Fund, (technically speaking,) to the payment of the Salaries of legally certified Teachers, and then to providing, by sums specially mentioned, for furnishing Schools and Municipalities with Maps and Apparatus and Libraries; leaving the selection of Sites and the erection of School Houses to local discretion and judgment,—having, therefore, nothing to do with School Houses, (except to procure and recommend good architectural Plans for them,) —the Law having to deal only with the School population, the number of Pupils taught, the standard of the qualifications of Teachers, and the general Regulations of the Schools. The result has been the erection and multiplication, beyond all precedent,) of excellent School Houses in every City, Town, and Village, and in a large number of the rural School Sections of Upper Canada. The sums set apart here for School Apparatus and Libraries have never been all called for; and the unexpended balances, at the end of each year, have been added to the General School Grant.

(d) I think the Government will relieve itself of much expense and difficulty, and greatly advance the interests of the Schools, by leaving the appointment of the Inspector of Schools in each County, City and Town to the local authorities, with the approval of the Government. In Upper Canada, (and it is doubtless so to a much greater extent in England,) there have always been found in each County, City and Town one, or more, Persons deeply interested in the diffusion of education, and very competent to act as Local Inspectors,—providing the School authorities with the Regulations, blank forms of Returns, etcetera,—visiting the Schools and seeing that the Registers are properly kept, and that the Schools are conducted according to the Regulations,—receiving the Returns and Reports, apportioning and giving the Cheques for the money thus apportioned among the Schools, on the orders of the Managers, as prescribed by the Regulations,—examining the Schools once, or twice, a year at least,—and reporting annually to the Government; but not interfering in any matter of Religious Instruction. The Salaries of these local Inspectors to be determined by the local authorities, but perhaps paid jointly out of Local Funds and the Parliamentary Grant; or entirely out of local Funds, as in Upper Canada,—Thus the Government would save a good deal of expense, avoid the trouble and difficulty of appointing Denominational Inspectors. I witnessed, on two or three occasions, the mode of conducting School Examinations by Inspectors in England; and I am persuaded that they by no means justify the expense which they involve.

6. I will enter into no further details. By leaving to local discretion and management the things above mentioned, probably more than one-half of the Parliamentary Grants would be saved, the machinery of the School System greatly simplified, local interest and effort, (the great object to be aimed at,) greatly increased and extended; and, I have no doubt, the Schools, if not School accommodation, would be proportionably improved. I am persuaded that the less the Government governs in such matters, the better; and that the more power and responsibility are devolved upon local elective, or Municipal, Bodies, (and, as far as possible those elected, or appointed, for School purposes only,) the more will the interest, exertions, and resources of each locality be developed for the great object of educating the masses of the Community.

8. Although this Letter is longer than I had intended, I have found myself unable to compress in a few words, these few suggestions, with the requisite explanations and

illustrations. If any one of them shall in the least degree, aid your Grace in the great object in which you feel so deeply an interest, I shall be more than gratified.

TORONTO, October 12th, 1860. EGERTON RYERSON.

IV. COLONEL BRUCE TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Doctor Ryerson, having sent to Colonel Bruce, in the form of a Letter, his introductory remarks, (printed on page 118 of this Volume), he briefly acknowledged the receipt of the Letter, as he was, at the time, just embarking at Portland for England. On reaching England, he wrote the following Letter of acknowledgment to Doctor Ryerson:—

On the 23rd of November, I wrote to you thanking you for your Letter of the 13th October, which only reached me after we had embarked at Portland. I was likewise commanded to express to you the Prince of Wales best acknowlegdments for the Book and Journal which you forwarded to His Royal Highness.

Your interesting record of the progress of the Prince, and the flattering terms in which my Brother and I were referred to afforded me the most sincere gratification.

Ever since my first arrival in Canada I have regarded with admiration and interest the successful working of the Educational System of which you are the Author, and which has so eminently prospered under your auspices; and there were few Institutions from which I derived greater pleasure during the period of our recent visit than the inspection of your Department and the Normal School. All this I had written upward of a month ago, but by some unaccountable accident, as I have just learned, the Letter was not posted. We had not then secured the intelligence which I think you will have heard with satisfaction of my Brother's triumphant success in China. All England is delighted.

WINDSOR CASTLE, 4th January, 1861. ROBERT BRUCE.

V. PORTRAIT OF SIR JOHN FRANKLIN. LETTER OF MR. W. H. BOULTON TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Before leaving Toronto Lady Franklin gave me a Portrait of Sir John Franklin which I requested her to permit me to give to some Public Institution as interesting memorial of both parties and though you have not commenced at the Normal School a collection of Portraits of eminent men, yet I hope you will accept the accompanying Portrait for the Institution, in the hope that it may be the commencement of another collection that may add to the interest already created by the numerous attractions of the Institution with which you are connected.

TORONTO, 28th of September, 1860. WILLIAM H. BOULTON.

VI. DOCTOR RYERSON'S REPLY TO THE FOREGOING LETTER.

I have the honour to acknowledge the receipt of your Letter of the 28th ultimo, and to thank you for the highly valued Portrait of Sir John Franklin,—the gift of his Widow, worthy of scarcely less honor and admiration than himself. I shall be happy to place it among the Portraits of distinguished men, a small Gallery of which I hope shortly to be able to arrange in one of the Rooms of our Museum.

TORONTO, 1st October, 1860. EGERTON RYERSON.

CHAPTER XIV.

REPORT OF THE GRAMMAR SCHOOL INSPECTORS, FOR 1860.

INSPECTOR'S REPORT UPON THE STATE OF THE COUNTY GRAMMAR SCHOOLS IN THE WESTERN SECTION OF UPPER CANADA, BY THE REVEREND WILLIAM ORMISTON, M.A.

Having already made a Special and detailed Report upon the state and progress of the Grammar Schools in the Western Section of Upper Canada for 1860, wherein I have given a full and particular account of the present position and relative standing of each School separately,—referring to the kind, condition, and tenure of the Grammar School Houses, with their Furniture, Fitting, and Apparatus; to the number, qualifications, and Salaries of the Masters; the arrangement, classification, discipline, and mode of instruction adopted by each; to the number, attendance, advancement, and proficiency of the Scholars; and including such other information as, in my opinion, was requisite to enable you and the Council of Public Instruction, to form a just and adequate conception of the condition, character, and efficiency of the Grammar Schools generally; and, moreover, having, in the Reports for previous years, written at considerable length on all practical points connected with the management and improvement of our Grammar Schools, I shall confine myself at present to some general remarks, based upon the Report referred to, and to a few suggestions for the better management of the Schools in the future.

1st. *Comparison of the Present with the Past.* It must be peculiarly grateful to every enlightened and patriotic Citizen, who anticipates an honourable and glorious career for our young Country, to observe the rapid and real advancement of the Educational Institutions of the Province, and especially to mark the continual improvement in most of our higher Schools, in almost every respect,—in the superior accommodation and multiplied facilities furnished in many localities,—in the general earnest endeavours made to secure the services of properly qualified and experienced Masters,—in the greatly increased attendance, especially of Pupils in the higher branches of study, and in the decidedly improved methods of classification, instruction and discipline, adopted by many Teachers; and I may add also, in the heartier, healthier, sentiment, in regard to these Schools, which prevades all classes of the community; a reference to my Reports of these same Schools for 1855 furnishes the most satisfactory and gratifying evidence of this. The following statistics were obtained by me personally, on the occasion of visits to the Grammar Schools west of Toronto in 1855 and in 1860 respectively, and include only the actual attendance at the times of my visits:—

Particulars.	1855.	1860.	Increase.
Number of Schools open	27	42	15, or 55 per cent.
Number of Pupils in the Classics	400	888	488, or 22 per cent.
Number of Pupils in Algebra and Geometry	300	674	374, or 224 per cent.
Number of Pupils in French	90	496	370, or 441 per cent.
Average number of Classical Pupils for each School	15	21.2	6.2, or 40 per cent.

The progress during 1859-1860 may be seen from the following statement:—

Particulars.	1859.	1860.	Increase.
Number of Schools open	39	42	3, nearly 8 per cent.
Number of Pupils in Classics	796	888	92, nearly 11 per cent.
Number of Pupils in Algebra and Geometry	530	674	144, nearly 27 per cent.
Number of pupils in French	440	469	29, nearly 6 per cent.
Average number of Classical Pupils for each School	20.4	21.2	8, nearly 4 per cent.

It should be noticed that a much larger number are reading in the more advanced Books and are preparing for College than formerly.

The three additional Schools opened are Bradford, Mount Pleasant and Kincardine. The School, and even the School House at Bond Head, have been removed to Bradford. The School at Sandwich is still closed, and will probably remain so. Those established at Fingal and Font Hill have never been commenced, and do not seem to be required in those localities, neither of them being five miles distant from Grammar Schools already in operation. There has been a tendency, during the last few years, unduly to increase the number of Grammar Schools in some Counties; this arises from the laudable desire of one, or two, parties in each locality to secure for themselves and neighbours the privilege of a classical training for their Sons, without sending them from home. It is to be regretted, however, on general grounds, affecting the standing and efficiency of the Schools, that such desires, however praiseworthy in themselves, have been gratified, inasmuch as the unnecessary multiplication of Grammar Schools necessitates a further distribution of the Grammar School Fund, thereby diminishing the amount of the Grant for the others; and it happens, not unfrequently, that the number of advanced Scholars are so few, that the School is, in all respects, practically a Common School.

2nd. *The style and condition of the School Houses.* Of the 42 Schools visited, the following classification may be regarded approximately correct:—

1. Good, and more, or less, suitably furnished	25
2. Tolerable, but not properly furnished	5
3. Bad, old, dilapidated and ill-furnished	4
4. Rented and temporary, (some of them furnished)	3
	42

The Houses lately erected, or enlarged, are generally elegant and commodious Buildings, most of them properly seated, heated and ventilated, and more, or less, fully supplied with, Apparatus, Charts, Maps and Blackboards. Of the 20 United with Common Schools 15 are kept in large, recently erected, airy and well arranged Buildings, and not a few of the Houses used for Grammar School purposes alone, are excellent, and admirably well adapted for the purpose. A few Schools are supplied with suitable Apartments in the Common Schools, others are old Buildings, or rented and in unsuitable Apartments. It is still, notwithstanding all that has been accomplished, a matter of regret, and in some instances a subject of deserved censure, that so little has been attempted in the way of rendering the surroundings of the School Houses more attractive, with a few exceptions, (and these mainly owing to the taste, skill and industry of the Teacher,) there are neither Tree, Shrub, nor Flower upon the Premises, and in cases, not a few, Fences and that neat, necessary, out-houses, are still a desideratum. A very small outlay in this way would yield a large return, both of pleasure and profit. I cannot but think that Teachers, as well as Trustees, are at fault in this matter; certainly a slight effort on the part of both would remedy the neglect and wrong.

3rd. *The Class and Character of the Schools.*

First. As to the number of Teachers in each School:—

1. United with the Common Schools, in which the number of Teachers vary from 2 to 3	20
2. Grammar Schools, in which more than two Masters are employed	3
3. Grammar Schools, in which only two Masters are employed	4
4. Grammar Schools, in which only one Master is employed	15
	42

Second. As to the number of Classical Pupils in each School.

1. Schools having less than 10 Classical Pupils	9.	Average	6.8
2. Schools having 10, but less than 15	11.	"	11.2
3. Schools having 15, but less than 25	11.	"	18.6
4. Schools having 25, or more than 25	11.	"	45.5
Entire number of schools	42.	Average	21.2

If the Schools having less than 10 Classical Pupils were cut off, the average attendance of Classical Scholars at each School would be 25.

In a few of the Union Schools, both Departments are doing well, where a number of Grammar School Pupils is sufficient to constitute a division by themselves, and form a series of regularly graduated Classes, or Forms; but, in many cases, the Union seems to have been accomplished either with the view of securing the Grant of a part of the Grammar School Fund, to assist in maintaining the Common School, or of having the Classics taught to a very few lads in the Common Schools. It were better, in such cases, to have a good Common School, and, if more than one Teacher was necessary, to endeavour to secure the services of one who could teach at least the elements of Latin, than to assume the dignity and functions of a regular legal Grammar School. Indeed, many of the Union Schools are in a very unsatisfactory state, and this, not unfrequently, arises from the fact that there are so few in the School Sections desirous of prosecuting any branch of study beyond those taught in the Common Schools. The Grammar Schools, sufficiently large to require the services of two, or more, Masters, are generally in a very efficient state, and so are some of those where only one Master is employed. It is desirable that no Grammar School should be established, or continued, where at least 10, or 12, Scholars cannot be procured who will prosecute Classical Studies for more than a few months; for it is obvious that, in order to secure at least the number of ten, many Children are put in the Elementary Classes, whose parents have no wish, or intention that they should ever acquire a competent knowledge of the Classical Languages.

4th. *Qualifications and Salaries of the Head Masters.*

1. Head Masters having Degrees from British Universities	15
2. Head Masters having Degrees from Canadian Universities	17
3. Head Masters having Degrees from American Universities	1
4. Head Masters having Certificates from the Provincial Board of Examiners	7
5. Head Masters appointed before the present Law was enacted	2
	42

As might be expected, the attainments, modes of management, and methods of instruction, as well as natural endowments and practical skill of these Teachers vary very much; but, among them, are Gentlemen who would do honour to any profession, as they certainly sustain and elevate the character of their own. It is deeply to be regretted, although I do not see how it can ever be prevented, that some of the most promising Teachers do not make the work of the School-room the business of their lives; since he who has the qualifications, natural and acquired, requisite to attain the high position of a successful Teacher, possesses just the qualities of both mind and heart, which will seldom fail of ensuring success in other walks of life, where, as society is now constituted, honours and emoluments richly abound.

1. Masters receiving $400 per annum	2
2. Masters receiving 500 per annum	4
3. Masters receiving 600 per annum	13
4. Masters receiving 700 per annum	5
5. Masters receiving 800 per annum	12
6. Masters receiving 1,000, or more	6

The average salary is $750 per annum; but, if a few of the lower Salaries were omitted, the average would not be less than $800. A well qualified, successful Teacher,

devoting himself entirely to his work, will rarely fail to secure a generous appreciation and a fair remuneration, nor should it be overlooked that the situation of Head Master in a Grammar School is now regarded as more permanent than the engagement of Teachers has formerly been.

5th. *Suggestions for the Future Management of the Schools.*

1. That, inasmuch as very few of the County Councils take much interest in the Grammar Schools, regarding them as of local, rather than of general, advantage—might it not tend to increase the efficiency and usefulness of the Schools, if they were placed under the jurisdiction of the Municipalities where they are situated, or such Sections of Counties as are desirous of supporting such Schools.

2. The Grammar School Trustees should be elected by the Municipalities, or Districts supporting the Schools, and be invested with powers, for the support of the School by rate, similar to those now entrusted to Common School Trustees.

3. That no Grammar School receive any portion of the public monies, unless it has an average attendance of at least 12 Scholars in the branches of study not provided for in the Common Schools; and unless further, a suitable School-house be furnished by the Municipality, or District.

4. That all aid to Grammar Schools from the Public Funds be apportioned to each School in the ratio of attendance, without reference to seniority of establishment, or location, in a County; no School, however, to receive less than $200 per annum.

5. That a revised Programme of Studies, and list of Text-books be published and uniformly enforced, and that the Summer Holidays be changed, so as to include the month of August, and that, in the case of Union Schools, some more definite arrangements be made as to the relation of the two Departments of Union Schools to each other.

In conclusion, I beg leave to express the conviction which I entertain, that the future progress of these Schools will speedily cast into the shade the honourable achievements of the past,—and gladly will we hail it.

HAMILTON, March, 1861. WILLIAM ORMISTON, Inspector of Grammar Schools.

II.—INSPECTOR'S REPORT UPON THE STATE OF THE COUNTY GRAMMAR SCHOOLS OF THE WESTERN HALF OF THE EASTERN SECTION OF UPPER CANADA, FOR THE YEAR 1860. BY MR. GEORGE R. R. COCKBURN, M.A.

After the lengthened Report which I had the pleasure of laying before you and the Council of Public Instruction last year, I do not deem it necessary this year to add any further special remarks, especially as the observations of last year still apply in full force, and as the Schools then inspected by me were the same which I inspected this year, (1860). It is indeed pleasing to observe the efforts made by many Trustees and others to secure to their Children the benefit of a higher education than can be obtained in the Common School, however efficient they may be; and it is encouraging to witness how steadily Buildings, better calculated to secure the bodily and mental vigour of the Children, are rising up on all sides; but, at the same time, no true friend of education can help regreting that, while so much has often been done to provide a goodly structure, so little has been done to place the Instructor on a corresponding footing. The place of learning has indeed been erected; but the guiding spirit has rarely been found to fill and adorn it. Owing to the small salaries given, often with a grudge to the Teacher, comparatively few men of talent and spirit enter the profession, and continue in it for any length of time. It serves in their eyes merely as a convenient stepping stone to something better. And until such time that the Teacher feels that the due position is accorded to his profession, as a profession, until his services are requited as liberally of those of the learned professions, it is but folly to expect men generally to devote themselves heart and soul to their arduous duties. To this evil,—to the want of due remuneration,—may be traced the radical cause of the inferior condition of not a few of the Grammar Schools. There are indeed far too many of these, or rather

far too many apologies for these seats of "higher learning" drawing a sickly support, under the Act, authorizing a Union of Grammar and Common Schools; from both the Grammar and Common School Fund. The pruning hook requires to be vigorously applied to these parasite Grammar School Unions, so that the Funds frittered away in these Union Schools, may be devoted to the vigorous maintenance of such Grammar Schools as are really necessary, and may reasonably be expected to become efficient feeders of our Universities, and to offer, at the same time, to the Pupils the advantages of a good classical and commercial education. As I dwelt so much on this point in my last Report, I should not have alluded to it here, were I not deeply impressed with the urgent necessity of calling uncreasing attention to the fact, and, in the hope that the Legislature will manifest a liberality of spirit corresponding to the great educational interests at stake. No system of Education in any Country can be complete, so long as the intermediate Schools, between the Elementary and the University, are left comparatively unprovided for. I need scarcely remark that, under the present crippled pecuniary condition of these Grammar Schools, the Entrance Examination is generally not observed, and the Programme of Grammar School Studies is never followed throughout, that unqualified Masters are sometimes engaged by the Trustees at so low a salary as $500 a year, on the expectation of their passing the necessary examination for Mastership afterwards, a proceeding that I cannot but greatly blame, as it is not legal in itself, but tends to place the Provincial Board of Examiners in a false position in reference to such Gentlemen.

In most of the Schools which I inspected, English Composition and Elocution were but little cultivated, and anything like analysis of our own Language, and a philological comparison of it with Greek, Latin, or French, was apparently not thought of, and, perhaps, under the circumstances could scarcely be expected. Certain Books in English, Latin, or Greek, were read, but these Languages and their peculiarities and relationships to each other were not taught. The pernicious custom is also becoming pretty universal among the Grammar Schools, of not subjecting each Pupil to the wholesome general literary culture prescribed by law, but of allowing each Pupil to choose, to a great extent, his own branches of Study, and thus develop only one side of his nature. This custom, which is directly opposed to the whole Grammar School Laws and Programme has been partly encouraged by the fact that certain of the Scholarships at Matriculation in our Universities are granted for special proficiency in all the subjects taught at the Grammar Schools, and thus demanded for Matriculation. I allude to this incongruity between the system of our Grammar Schools and the Matriculation Examination at our Universities, in the confident expectation that the interests of both classes of Institutions would be consulted by a change in these Matriculation Scholarships, and that the Trustees and Masters of Grammar Schools may be induced to abandon a habit so injurious to the best interests of the Pupils entrusted to their care. Whatever advantage a system of Optional Studies may possess, with more matured minds, it must, at any rate, be conceded that the Grammar School is not the place for these Options to begin, and that such a system, if it became universal and stereotyped in our Schools, would degrade them into mere teaching shops for retailing information, what ought to be high temples of learning, as so to evoke all the dormant god-like properties of our nature.* The fact, also, of the Teacher being so dependent upon the Trustees, often compels him to humor the whims of the parent, by allowing him to dictate the branches of study in which he wishes his son to be instructed.

In conclusion, I beg respectfully to refer you to my Report of last year, in which I entered at considerable length into the condition of these Schools, and the means I thought best adapted to improve them, and to render them worthy of the educational fame of Upper Canada.

TORONTO, 10th April, 1861. GEORGE R. R. COCKBURN, Inspector of Grammar Schools.

*If the system of Options, allowed in Universities, as pointed out by Mr. C. F. Adams, in Chapter IX of the preceding Volume of this Documentary History, is objectionable, how much more is it so, when practiced in Grammar Schools, as here described by Mr. Cockburn.

III.—Inspector's Report upon the State of the County Grammar Schools of the Eastern Half of the Eastern Section of Upper Canada for the Year 1860: By the Reverend John Ambery, M.A.

In addition to the full and particular account of the inspection of each School in my Section, I beg to lay before you the following more general remarks. These will necessarily be brief, for I should hardly be warranted in pretending that the few Schools I have inspected, and those too, in by no means the most advanced portion of the Province, would afford me safe grounds for a wider induction. With the exception of two, or three, really good Schools, our Grammar Schools in the extreme east are in a very low state. Several of them I can only designate as Infant Schools. Nor do I see anything from the localities in which they are placed, or the present state of the Grammar School Law, which gives me any hope of amelioration. Advancing civilization, and the material growth of the Country, in time may act upon them, but immediate remedies, and those of a stringent nature, are imperatively needed. A few of the hindrances to their improvement, and which apply generally to all Schools, I have ventured to point out.

1. The present means of obtaining Funds.—That the management of the Schools should be left to a body of Trustees, who, in this respect, are powerless, and the granting of money for Schools in which they have no local interest, should be in the hands of the County Council produces such a result as might be expected. It paralyzes the whole system. Whenever an improvement is wanted,—sometimes absolutely necessary for the preservation of the health of the Pupils,—the same answer is invariably given to your Inspector:—"Application has been made for the necessary Funds, but rejected." Some improvement in the state of the Law is absolutely required on this point, by which the Trustees of the several Schools might, within certain limits, be allowed to raise a loan; or some system of greater centralization is required, which, by granting from the County Funds Scholarships, to enable deserving Pupils to live at the Central Schools, would give a more lively interest in them to the whole County. The disadvantages of the present system are the starving of the Schools, or the forcing of them into union with the Common Schools, for which money is cheerfully raised,—a union which is fraught with the greatest danger to the former, and very little advantage to the latter. Trustees, however enthusiastic in their endeavors to promote higher education, finding themselves helpless, naturally fall off, and give up such endeavors in despair.

2. The want of a class of specially trained Grammar School Masters, who have taken this as the permanent profession for life, is a great drawback to the efficiency of our Schools. The supposed inferior social status of the Grammar School Master, and the larger rewards held out for superior mental activity in the other professions, turn aside most of those who are most eminently qualified for the Scholastic Office. Of the twenty-two Schools mentioned in my Report, six were in the hands of persons who avowedly were making teaching the stepping stone to the attainment of other Professions, as Law, Medicine, or the Church. Several were evidently conducted by persons who had taken to teaching after having failed in other walks of life. Comparatively few were held by those who were fitted for their office by previous training, or were devoting themselves entirely into their work as the main business of their lives.

3. The localities of some of these Schools were such as would naturally and necessarily prevent them attaining to even a respectable standard. Such Schools would meet deservedly with no sympathy, or aid, from the County Councils, and would themselves be too poor to raise sufficient Funds for their effectual working. Concentration might be sparingly applied to such Schools as these,—sparingly, for the aim, at all events is a noble one, to raise at their own doors a seat of liberal education. One, or two, of these Schools I have pointed out in my Special Report.

4. The want of appreciation of higher education.—liberal education,—has one great obstacle not felt with regard to primary Schools. When People are without it,—when

it does not exist among them,—they do not feel the need of it. Useful acquirements, and a vigorous discipline, limit the horizon of the most popular idea of education. Enlargement of mind,—superior mental cultivation,—are late in being conceived as a definite object. Cleverness, skill, fluency, and memory, are understood, and have their price in the market. The first aim is naturally after excellencies of the material, mechanical, of a so called practical sort. If our Grammar Schools, however, are to educate, amongst others, our professional men, we shall soon see, if these Schools are placed on a proper footing, how much breath of cultivation tells in every profession,—how much it enlarges the views, improves the judgment, and obtains that consideration and influence which make it appreciated. Once its nature is understood, then, like refined manners—like the principles of Art, or conscience—it will stand by itself, and its perceived utility will be a strong leverage in elevating and developing it. It is to our Universities that the Country has a right to look for setting this matter right.

5. The University System of the Province, in its connection with the Grammar School Masterships.—No obstacle appears more fatal to the endeavour to raise the standard of our Schools, than the diversities of methods, aims, qualifications, and attainments, arising from our Masters having been educated at so many of our Provincial Universities. However the conflicting claims of the several Universities may be adjusted,—however paramount may be the reasons for their existence,—no one who sincerely loves his Country can, for a moment, doubt the increased benefits which would be conferred upon education, from the University to the Primary School, by our having a fixed standard for Degrees, and one for Matriculation. The relation of Universities to the Grammar Schools, in this respect, is one of action and reaction. If the University standard is lowered to meet that of the ordinary Schools, this at once deprives the higher Schools of their aim and grand incentive to exertion.* This especially applies in a Country where the Books required for Matriculation are not taken as a specimen of a large body of reading at School, but as the whole of such reading before entering the University. Again, according to the present system of taking Degrees, and thus qualifying for Grammar School Masterships, we have no safeguard, or check, to prevent a Graduate holding one of these, though entirely ignorant of one of the two main branches of learning, which it is his special duty to teach.

In concluding these remarks, I would call your special attention to the fact of the erection of two handsome School-houses, at Gananoque and Williamstown, and the improvement at Renfrew, where a suitable Building has been rented, as mentioned in my Special Report.

TORONTO, July 8th, 1861. JOHN AMBERY, Inspector of Grammar Schools.

CHAPTER XV.

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT FOR THE YEAR 1860.

To HIS EXCELLENCY THE RIGHT HONOURABLE SIR EDMUND WALKER HEAD, BARONET, GOVERNOR GENERAL OF CANADA, ETCETERA.

May it Please Your Excellency:

As required by the law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1860. The depression arising from two years' failures of the productions of husbandry, and commercial disasters, deeply affected this, as well as the preceding, year; yet the total

*The evil effects of lowering the Standard of Matriculation was pointed out and illustrated by Doctor Ryerson in his Evidence before the Select Committee of the House of Assembly at Quebec. See Chapter VIII of the preceding Volume of this Documentary History.

amount of receipts for Common School purposes in Upper Canada was $1,324,272, being an increase of $14,452 over the aggregate receipts of the year 1859; and the aggregate receipts of that year were $65,331 in advance of those of the preceding year. The whole number of Pupils attending the Common Schools in 1860, was 315,812; being an increase of 14,229 over the aggregate attendance of the previous year. The progress of the Schools may be inferred from the following summary references to the Statistical Tables:

I. *Table A.—Receipts and Expenditures of Common School Moneys.*

1. The amount paid by this Department from the Legislative Grant for Salaries of Teachers, was $151,518; being a decrease of $508.

2. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books, was $9,962; being an increase of $3,102.

3. The amount levied by County Municipal Assessment, was $281,760; being a decrease of $7,190. The amount actually received from this Assessment was $278,693.

4. The amount of School Trustees Assessment, was $556,682; being an increase of $20,978.

5. The amount of Rate-bill Fees imposed on Pupils attending the Schools, was $19,508; a decrease of $9,350.

6. The amount received by Trustees from the Clergy Reserve Fund, and various other sources, was $106,738; increase $30,431. This large increase, in connexion with the decrease in the County Municipal Assessment, appears to show that the Municipalities have aided the School Sections from the Clergy Reserve moneys in their hands, in preference to levying special Rates.

7. The amount received from last year's balances, was $129,169; decrease of $18,943.

8. The total Receipts for Common School purposes in Upper Canada for 1860, were $1,324,272; being an increase of $14,452 over the aggregate Receipts of last year.

9. The amount expended for the Salaries of Teachers during the year, was $895,590; increase $36,265.

10. The amount expended for Maps, Apparatus, Prize, and Library Books, was $25,390; increase $7,933.

11. The amount expended for the purchase of School Sites and the erection of School Houses, was $113,607; decrease $1,030. In many instances free grants of School Sites were made.

12. The amount expended for the Rent and Repairs of School Houses, was $33,422; increase $671.

13. The amount expended for School Books and Stationery, was $91,762; increase $5,887.

14. The total Expenditure on behalf of Common Schools for 1860, was $1,159,773; being an increase of $49,727.

II. *Table B.—School Population—Pupils Attending the Common Schools.*

The law secures to all Persons, from 5 to 21 years of age, the right of attending the Common Schools, although, by an Act previously passed and still unrepealed, the legal returns of School population include only Children between the ages of 5 to 16 years.

1. The School Population, (including only the Children from 5 to 16 years of age,) amounts, according to the Returns, to 373,589; an increase of 11,504 over 1859.

2. The number of Pupils attending the Schools, from 5 to 16 years of age, is 295,680; being an increase of 16,190. The number of Children of other ages attending the Schools is 20,132; decrease 1,970. The whole number of Pupils attending the Schools is 315,812; being an increase of 14,220.

3. The number of Boys attending the Schools is 172,104; increase 6,416. The number of Girls attending the Schools is 143,708; increase 8,804. A larger number of

Girls than Boys attend the private Schools, especially in Cities, Towns and Villages. The number of indigent Pupils attending Schools is 6,053; decrease, 113.

The same Table shows the number of Pupils in each of the various subjects taught in the Schools, and exhibits, as in each previous year, a gratifying increase of Pupils studying the higher subjects.

III. *Table C.—Common School Teachers—their Religious Persuasions, Rank, and Salaries.*

The whole number of Teachers employed during the year, was 4,281; increase 46. The number of male Teachers employed, was 3,100; decrease, 15. The number of female Teachers employed, was 1,181; increase, 61.

2. *The Religious Persuasions of Teachers.*—The number of Members of the Church of England, is 745—decrease, 2; of the Church of Rome, 462—increase, 2; Presbyterians of different kinds, 1,238—increase, 42; Methodists of various kinds, 1,249—increase 13; Baptists, 227—increase, 2; Congregationalists, 90,—increase, 3.

3. *Certificates.*—As to the rank of Teachers, it appears from the Table that there are 1,141 Teachers holding First Class Certificates, increase—126; those holding Second Class Certificates, 2,280—decrease, 49; those holding Third Class Certificates, 714—decrease, 54.

4. *Teachers' Salaries.*—The lowest salary paid to any male Teacher is $96, and the highest salary is $1,300. The average salary of male Teachers, with Board, is $188—increase, $2. The average salary of male Teachers, without board, is $457—increase, $1. The average salary of female Teachers, with Board, is $124—increase, $1; without Board, $242—decrease, $3.

IV. *Table D.—Schools, School Houses, School Visits, School Lectures, Time of keeping the Schools open.*

1. The whole number of School Sections in Upper Canada is 4,134.—increase, 45. The whole number of Schools reported as open, is 3,969,—increase, 51. The number of School Sections in which there are no Schools open, or from which no reports are received, is 165,—decrease, 6.

2. The number of Free Schools is 2,602—increase, 285. The number of Schools reported as partly Free, 1,278—decrease, 185. The number of Schools in which a Rate-bill of twenty-five cents, or less, per month is charged to each Pupil, is 89—decrease, 49. As remarked last year, those Returns show the gradual and rapid advance of Free Schools; the establishment of them being the annual voluntary act of the Rate-payers in each School division.

3. The total number of School Houses reported is 3,996—increase, 52. Of these, 412 are Brick,—increase, 44; Stone, 314,—increase, 1; Frame, 1,511—decrease, 1; Log, 1,662,—decrease 7; not reported, 97. Of these, 3,267 were freehold, 451 leased, 162 rented; 116 not reported.

4. The number of School Houses built during the year, is 154,—increase, 8 over the number built in 1859. Of these, 32 were built of Brick, 6 Stone, 75 Frame, 39 of Logs, and 2 not reported.

5. The whole number of official School Visits reported, is 64,807—increase, 1,624. By Local Superintendents, 8,849,—increase, 110; by Clergymen, 5,967,—increase, 341; by Municipal Councillors, 1,944—decrease, 51; by Magistrates, 2,226—increase, 35; by Judges and Members of Parliament, 319—decrease, 215; by Trustees, 20,325—decrease, 155; by other Persons, 25,177,—increase, 1,559.

6. The number of School Examinations reported, is 7,096—increase, 240. The number of Schools in which Prizes were distributed for the encouragement of deserving Pupils is 842,—increase, 132. The number of Books distributed as Prizes is 20,194—increase, 8,105.

7. The whole number of School Lectures delivered, is 3,194—increase, 90. By Local Superintendents, 2,767—increase, 380; by other persons, 427—decrease, 290.

8. The average length of time the Schools are kept open is ten months and eighteen days,—increase, four days.

V. *Table E.—Religious Exercises, Bible, Text Books—Apparatus used in the Schools.*

1. It appears that out of 3,969 Schools reported, the daily exercises of 2,226 are opened and closed with Prayer,—an increase of 167; and the Bible, or New Testament, is used in 2,758,—being an increase of 71.

2. The National series of Text-books is almost universally used in the Schools, the National Readers being used in 3,843 Schools, and various Readers in only 78. The National Arithmetic is used in 3,420 Schools,—a decrease of 198, as this Book is giving way to Sangster's National Arithmetic, and is used in 321 Schools, as it is better adapted to our currency; other Arithmetics are used in only 192 Schools.—a decrease of 70.

The total number of Maps used in the Schools is 18,205, increase, 1,888; total number of Schools using Maps, 2,610; increase, 202. The total number of Globes used in the Schools is 855; increase, 81. Schools using Blackboards, 3,312; increase, 180.

VI. *Table F.—Roman Catholic Separate Schools.*

The number of Separate Schools reported is 115; increase 10. The amount of Legislative Grant apportioned to the Schools is $7,419. The amount of Trustees' local Assessment, or Rate, is $14,305; increase, $1,374. The amount of local subscriptions and receipts from other sources, $9,408; decrease, $458. The total amount received, $31,360, (including Legislative Grant for previous years, paid in 1860); increase, $796. Amount paid to Teachers $23,205; increase $202; amount paid for Maps, Apparatus and Prizes, $222, decrease $129; amount paid for Building and other purchases, $7,931; increase, $724. Number of Pupils reported in the Schools 14,708—increase 1,714.

VII. *Table G.—Receipts and Expenditures of the Grammar Schools; Pupils, Fees.*

1. *Receipts.*—The sum paid from the Legislative Grant for Salaries, is $33,172; increase, $1,055. The amount of the Legislative Apportionment for Maps, Apparatus, Prize and Library Books, $792,—increase, $106. The amount received from Fees of Pupils, $20,316; increase, $775. The amount of Municipal Grant, $13,735; decrease, $4,392. In reference to this decrease, it should however be observed that the Trustees of five of the Grammar Schools have not sent in their Accounts, so that the actual amount of the Municipal Grants is probably much greater than the total reported. The amount reported as received from last year's balances and other sources is $12,262,—increase, 2,433.

Total receipts for Grammar School purposes, as far as reported, $80,279—decrease, $21.

2. *Expenditure.*—Amount paid for Masters' Salaries, $64,005—increase, $24.41. Amount paid for Apparatus, Prizes and Libraries, $1,866,—increase, $159. Amount paid for Building, Rents and Repairs, $6,037,—decrease, $1,893. The amount paid for Contingencies, Books, etcetera, $5,647,—increase, $1,998. The total Expenditure for Grammar School purposes is $75,566,—increase, $2,605.

3. The total number of Grammar Schools is 88—increase, 7.

4. *Pupils.*—The total number of Pupils is 4,546,—increase, 165. The number of Pupils, whose Parents reside in the City, Town, or Village, of the Grammar School is 3,274—increase, 125. The number of Pupils, whose Parents reside out of the Town, City, or Village, but in the County of the Grammar School, 995—increase 26. Number

of Pupils, whose Parents reside out of the County of the Grammar School, to which they send their Children, 277,—increase, 14. The number of Pupils reported as in Grammar School subjects, 4,124,—increase, 17. Number of new Pupils admitted during 1860, 1,761,—increase, 192. Of these 1,547 had passed the required Entrance Examination,—increase, 62. Number of Boys, formerly attending Common Schools, who were admitted free by Scholarships, 143—increase, 57.

5. *Fees.*—It appears that six of the Grammar Schools are entirely free; eight are free to resident Pupils, and the remainder charge from 75 cents up to $9 per quarter.

VIII. *Table I.—Number of Pupils in the Various Branches of Grammar School Instruction.*

The number of Pupils in English is 4,406,—increase, 225. In Latin, 2,385,—increase, 166. In Greek, 558,—increase, 70. In French, 1,246,—increase, 68. In Arithmetic, 4,290,—increase, 140. In Algebra, 1,973,—increase, 141. In Euclid, 1,549,—increase, 29. In Geography 4,072,—increase, 167. In History, 3,588,—increase, 155. In Physical Science, 2,960,—increase, 565. In Writing, 3,989,—increase, 23.

IX. *Table K.—Text-Books Used in the Schools.*

It appears that the Bible, or Testament, is read in 60 Schools—increase, 5. As noticed last year, there is an increase in the use of the best Text Books, which are named in the Table, together with the several Schools using them. Sangster's Arithmetic, which was only published last year, was at once introduced into 43 Grammar Schools, (nearly half of the whole number,) and is rapidly displacing other Books less suited to the Country.

X. *Table L.—.Masters—Their Salaries, School Houses, Miscellaneous Information.*

1. The total number of Masters employed in the Grammar Schools during the year, is 127. The number of Head-Msaters appointed during 1860 is 30. The number appointed under the old law, 6,—decrease, 3. The number of Head Masters who are Graduates, is 59,—increase, 9; of these, 38 were educated at Provincial Universities, 16 at English, Irish, or Scotch, Universities, 4 at American Universities, and 1 at Giessen; 23 teach under the authority of Provincial Certificates.

2. *Religious Persuasions.*—The following is a classification of the Religious Denominations to which the Grammar School Masters belong, as far as reported:—Church of England, 48; Presbyterians, 38; Methodists, 13; Baptists, 1; Congregationalists, 2; reported as Protestants, 4; Roman Catholic, 1.

3. *Salaries.*—The Table shows the salary paid to each Master, so far as reported. It appears that the average salary of the Head Masters is $709, and of Assistant Masters, $383. The highest salary paid was $1,400.

4. *School Houses.*—38 are of Brick, 19 of Stone, 29 of Frame, and 1 of Concrete; 69 freehold, 2 leased, and 15 rented.

5. *Miscellaneous.*—It appears that the daily exercises of 64 of the Schools are opened and closed with Prayer,—decrease, 2; 52 are united with Common Schools,—increase, 10; 15 are Meteorological Stations,—increase, 1; that in the Schools there are 1,345 Maps,—increase, 283; and 108 Globes,—increase, 3; 83 Schools use Blackboards,—increase, 3; 20 have complete sets of Apparatus, and 13 have part sets; 6 Schools have established local Museums of Natural History, Botany, etcetera. The Magic Lantern, or Microscope, is used in 15 Schools; 81 Schools observe the General Regulations; 584 Pupils were rewarded with Prizes at the Examinations; 53 Pupils were matriculated at the various Universities during 1860, 25 of whom obtained Honours, or Scholarships, at such Examinations; 41 Pupils passed the Law Society Examination, and 9 the

Surveyors' Examination. The number of Pupils passing these Examinations is probably much understated, the Board of Trustees not always being informed of the progress of the Pupils after leaving School.

XI. *Table M.—Operations of the Normal and Model Schools During 1860.*

The year of the Normal School is divided into two Sessions of five months each. The number of Students, or Teachers-in-training, admitted into the Normal School during the first Session of last year, was 158; the number admitted during the second Session, 132. The number of Teachers to whom Certificates were awarded, on a lengthened paper Examination, at the end of the first Session, was 96, at the end of the second Session, 90.

XII. *Table N.—Approximate Information of other Educational Institutions.*

The information in this Table has been gleaned from different sources, some more and others less recent and full, there being no law in Upper Canada to secure periodical and annual Returns of information to this Department, as in Lower Canada, from any other Institutions than the Grammar and Common Schools. But the information in this Table, although only an approximation to what is to be desired, gives a tolerably correct idea of what is being done in our Colleges and Academies.*

XIII. *Table O.—The Free Public Libraries.*

The amount expended for free Public Libraries in 1860, was $5,289, being $516 less than in 1859. The number of Libraries established was 57, and the number of Volumes sent to these and to Libraries established in previous years was 9,072. The whole number of Libraries established is 411. The whole amount expended for the establishment is $99,807, and the number of Volumes contained in them is 186,658.

2. The number of Sunday School Libraries, according to the returns, is 1,756—increase, 72. The number of Volumes in those Libraries is 278,648—increase, 1,741.

3. The number of other Public Libraries reported is 347—increase, 13. The number of Volumes contained in them is reported to be 157,805—increase, 39,249. This large increase arises from a more full report being received of the Libraries attached to various public Institutions in Toronto, and from which it appears that there are about 34,400 more Volumes in the City Libraries than were reported for 1859.

The total number of School and Public Libraries in Upper Canada is reported as 2,514, and the number of Volumes 623,111.

XIV. *Table P.—Maps, Globes, and various Articles of School Apparatus; Prize Books.*

The amount expended for these purposes was $16,832—increase $4,927. The number of Maps of the World sent out was 218—increase, 14; of Europe, 324—increase, 63; of Asia, 260—increase, 36; of Africa, 259—increase, 70; of America, 280—increase, 28; of Canada, 296—increase, 73; of Great Britain and Ireland, 401—increase, 138; of the Hemispheres, 219—increase, 87; of Classical and Scripture Maps, 167—decrease, 6; other Maps and Charts, 339—increase, 55.

The number of Globes sent out from the Educational Depository was 188,—increase, 53; other School Apparatus, (different pieces,) 1,946,—increase, 763; number of Sheets of Object Lessons, 12,746,—increase, 3,328; number of Volumes of Prize Books, 20,194,—increase, 8,105.

*Neither this nor any other of the Statistical Tables of the Annual Report is given in this Volume, as the summary of their contents, as given by the Chief Superintendent, is sufficient. They may, however, be seen in the Appendix to the Journals of the House of Assembly for 1860.

XV. *Table Q.—Superannuated Common School Teachers.*

The number of worn-out Teachers who received aid in 1860 was 150. Of the 181 Teachers whose application for aid had been granted, 25 have died, 3 were not heard from in reply to Letters, 2 resumed teaching, and 1 withdrew from the Fund. The average period of service of the remaining 150 is 21½ years, and their average age in 1860 was 66½ years.

XVI. *Table R.—Distribution of the Legislative Grant, together with the Sums raised as an equivalent thereto, with other Moneys raised by School Trustees.*

This Table exhibits the distribution of all moneys granted by the Legislature for both Grammar and Common School purposes, together with the sums raised by Municipalities and School Trustees as equivalents, or additions, thereto, and other moneys raised from local sources. The Table shows how much each County, (not specifying the Township,) City, Town, and Incorporated Village has received, directly and indirectly, for all School purposes, during 1860, from the Legislative School Grant, and how much it has raised as an equivalent, or additions thereto, in return. This Table shows that the total amount provided by the Legislature for all Grammar and Common School purposes in 1860 was $221,220, being a decrease of 3,276, principally arising from the decreased expenditure for Normal School Students and the Model Grammar School; that the total amount provided by the People from local sources was $216,119, being an increase of $10,311; that the grand total of moneys provided from all sources was $1,437,339, being an increase of $7,034 over the sums provided in 1859.

XVII. *Table S.—The Educational Summary for the Year 1860.*

This Table presents at one view the number of Educational Institutions of every description, (so far as the Returns of them could be obtained), and the number of Pupils attending them, and the amount expended for their support in each County in Upper Canada. The total number of Educational Institutions of every description in Upper Canada reported was 4,379,—increase, 5; the total amount expended in support of these Institutions was $1,448,448; adding the balances on hand, the total amount available was $1,615,670,—being an increase of $20,862. But the total number of Pupils returned as attending the Common and Grammar Schools was 320,358—increase, 14,385; and an increase of 208 Students and Pupils attending other Institutions, inclusive of the Normal and Model Schools. The aggregate amount available for the support of the Common, Grammar and Normal Schools, Superannuated Teachers, etcetera, (not including other Educational Institutions), during the year was $1,437,339—being an increase of $7,034, thus showing an increase of $13,828 on the amount expended in the support of other Institutions.

XVIII. *Table T.—General Statistical Abstract of the Progress of Education in Upper Canada, from 1842 to 1860, inclusive.*

This Table presents a statistical view, (as far as Returns can have been obtained,) of all that has been done in connection with every branch, and all the Institutions, of education in Upper Canada, during nineteen years. Returns, under all the heads mentioned, do not go further back than 1850. Take, then, a period of eleven years, from 1850 to 1861, the following are some of the results in reference to Grammar and Common Schools.

1. *Grammar Schools.*—The number of Grammar Schools in 1850, was 57; in 1860, it was 88. The number of Pupils attending the Grammar Schools in 1850, was 2,170; in 1860, it was 4,546; although many hundred were excluded from the Grammar Schools

in 1854 by the Regulations, which then required an Entrance Examination;—increased attendance in 1860, over 1850, 2,476. As the present Grammar School Law did not go into operation until 1854, no Returns of the amount provided for the Salaries of Grammar School Masters exist earlier than 1855. The amount provided for the Salaries of Masters in 1855 was $46,255; the amount provided for the same purpose in 1860, was $64,005.

2. *Common Schools.*—The number of Common Schools in 1850, was 3,059; the number in 1860, was 3,969,—total increase, 910. The number of Free Schools in 1850, was 252; the number in 1860, was 2,602—total increase in the eleven years, 2,350.

3. The whole number of Pupils attending the Common Schools in 1850, was 151,891; the number of Pupils attending them in 1860 was 315,812—increase of 1860 over 1850, 163,921.

4. The total amount paid for Salaries of Common School Teachers in 1850, was $353,716; the amount paid for the same purpose in 1860, was $895,591,—increase of 1860 over 1850, $541,875.

5. The amount expended for the Building and furnishing of School-houses, the supply of Libraries, Apparatus, etcetera, in 1850, was $56,756; the amount expended for these purposes in 1860, was $264,183,—increase of 1860 over 1850, $207,427.

6. The total amount expended for all Common School purposes in 1850, was $410,472; the total amount expended for these purposes in 1860, was $1,159,774,—increase of 1860 over 1850, $749,302.

XIX.—*The Educational Museum.*

Nothing is more important than that an establishment designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries, and every other possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been so established and are so conducted, as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

This Educational Museum is founded after the example of what is being done by the Imperial Government, as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the People. (See my Annual Report for 1857, in which there is a full detail of what is done in England in this respect).* It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country, casts of antique and modern Statutes and Busts, etcetera, selected from the principal Museums of Europe, including the Busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian, Schools of Painting. These Objects of Art are labelled, for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed, that as, "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is

*For this Report, see pages 197-229 of the Thirteenth Volume of this Documentary History

desirable, even in England, that those who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Rafaelle and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction, is, in part, the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by means of Models, Objects and Publications, collected in a Museum in connection with this Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art and Design, connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera. A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found to be a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although very considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum in London.

XX. *Visit of His Royal Highness the Prince of Wales, 1860.*

The Visit of His Royal Highness the Prince of Wales to the Education Department on the 11th of September, forms a very gratifying feature in the year's operations. His Royal Highness was accompanied by His Grace the Duke of Newcastle, Her Majesty's Principal Secretary of State for the Colonies,—His Excellency the Governor General, and a distinguished Suite. An account of this Visit of His Royal Highness will be found in Chapter XII of this Volume.

XXI. *General Remarks.—Progress of the School System during Ten Years, from 1850 to 1860, as Compared with that in the States of Massachusetts, New York, and Pennsylvania.*

The remarks which I made in my last Report, in respect to the Normal and Model Schools and Museum, equally apply this year, and need not be repeated. The preceding references to the Statistical Tables of this Report show the general and steady progress of the Schools during last year. In my Report for 1857, I gave a practical and comparative view of the principles, working and the results of the Systems of Elementary Instruction in Great Britain, Ireland and Upper Canada. In my last Report I instituted a short comparison between the School Legislation and the results of the School System of New York and Upper Canada.* I will conclude this Report by a brief comparative view of the progress of our School System during the last ten years and that of three of the oldest and wealthiest States of the American Republic, and those in which School Systems have been long established. I refer to the States of Massachusetts, New York, and Pennsylvania.

The following Statistical Table has been compiled from official School Reports and other public Documents:

*For this Report, see pages 5-21 of Volume Fifteen of this Documentary History.

SCHOOL STATISTICS OF UPPER CANADA COMPARED WITH THOSE OF MASSACHUSETTS, NEW YORK AND PENNSYLVANIA, 1850-1860

Number of Schools		Time of keeping the Schools Open — Months and Days		Population		Percentage of increase of population	Children and their Ages		Percentage of increase of children	Children at School		Percentage of increase of children attending School	Money Raised		Increase per cent.
1850	1860	1850	1860	1850	1860	—	1850	1860	—	1850	1860	—	1850	1860	—
							Upper Canada								
							(From 5 to 16)	(From 5 to 16)							
3,059	3,969	9..11	10..18	952,004	1,394,013	47	259,258	373,589	45	151,891	315,812	108	$410,476	$1,324,272	2.22
							Massachusetts								
							(From 4 to 16)	(From 5 to 15)							
3,749	4,497	7..24	7..18	994,514	1,231,500	24	215,926	223,714	4	182,685	246,419	35	$871,351	$1,465,351	.68
							New York								
							(From 5 to 16)	(From 4 to 21)							
11,397	11,650	8..00	7.. 3	3,097,394	3,851,563	24	735,188	1,315,900	79	794,500	867,388	9	$1,766,668	$4,300,675	1.45
							Pennsylvania								
8,510	11,577	5..00	5..5½	2,311,786	2,924,500	27	No Return	No Return	.....	424,344	585,669	38	$955,185	$2,619,377	1.75

From the Statistics of the foregoing Table the following facts are worthy of notice:

1. While the School populations of Pennsylvania, New York and Massachusetts have increased respectively during the ten years, 27, 24 and 24 per cent., that of Upper Canada has increased 47 per cent.

2. The basis of School Population Returns in Upper Canada has remained unchanged,, being from 5 to 16 years of age, that of Massachusetts has been changed from 4 to 16 to 5 to 15 years, and that of New York has been changed from 5 to 16 to 4 to 21 years. No School Population Returns are made in the State of Pennsylvania. With this change in the basis of School Population Returns, largely to the advantage of the State of New York, and to the disadvantage of Massachusetts; the ratio of increase of School Population in the State of New York, during the decade, is 79 per cent., in Massachusetts 4 per cent., in Upper Canada 45 per cent.

3. The difference in the increase of attendance at the School is very remarkable. During the ten years, (1850 to 1860) that increase in Pennsylvania is 38 per cent. in the State of New York, 9 per cent.; in Massachusetts, 35 per cent.; in Upper Canada it is 108 per cent.

4. In regard to School Moneys, the increase for the ten years in Pennsylvania is 175 per cent.; in the State of New York, 145 per cent.; in Massachusetts, 68 per cent.; in Upper Canada, it is 222 per cent. It is also to be observed, that in those States large Cities are included, with which we have none to compare, and in which very much larger sums of money are provided for School purposes, in proportion to the population, than in Counties. In the City of New York alone, the sum of $1,261,619, (more than one-fourth of that of the whole State,) was expended in 1860 for School purposes. It is likewise to be noticed that the greater part of the School Moneys in these States, (except Massachusetts,) are provided from a permanent School Fund and State Taxes, while nine-tenths of the School moneys in Upper Canada are raised by the local Municipalities and School Trustees. There is no State Tax for School purposes, (beyond the comparatively small and annual Legislative Grant,—derived from the income of an endowment of Lands, made in 1849,) in Upper Canada. The working of our School System is chiefly with the local Municipalities and School Trustees, and not with the State.

5. The most remarkable difference in the development of School Systems, in the States mentioned and Upper Canada, is the greater length of time each year during which our Schools are kept open, it is nearly twice as long as in Pennsylvania, and nearly three months longer than in the States of New York and Massachusetts.

6. In the three essential elements of School progress, the attendance of Children at School, the length of the time the Schools are kept open, and the increase of Moneys provided for School purposes, Upper Canada has every reason of gratulation and encouragement. In these comparisons we have not referred to the comparative youth of our Country, or School System, or to our Normal School and Public Library Systems, and to the collections and facilities of our Department of Public Instruction to provide the Schools with Maps, Apparatus, etcetera; or to the examining and classifying of Teachers by County Boards, according to a uniform standard, instead of their being examined, as well as employed, by Trustees. In all these respects, the advantage is admitted by the most experienced Educationists in the United States, to be on the side of Upper Canada.

We have borrowed some features of our School System from our American neighbours, and we have endeavoured to improve upon whatever we have borrowed. Their writings, Legislation and proceedings have furnished us with many useful hints; and we have been much assisted by their noble example in the general education of youth. Our Institutions have afforded us peculiar facilities to apply the principles of free government and self-reliance in the working and extension of our School System, and the British Canadian energy and patriotism of the people have achieved the results which place Upper Canada in so honourable a position, in comparison with other

Countries, and which are conferring such priceless blessings upon her youthful population. May God grant that the success and progress of the past shall but symbolize the greater success and progress of the future!

TORONTO, May, 1861. EGERTON RYERSON.

CHAPTER XVI.

PUBLIC MEETING HELD AT KINGSTON, IN REFERENCE TO THE UNIVERSITY QUESTION, 1860.

(NOTE. At the Wesleyan Methodist Conference, held at Kingston in June, 1860, a Special Public Meeting was held on the 12th of that month. I have greatly condensed the remarks made, especially of those Speakers who had given Evidence at the Select Committee of the House of Assembly at Quebec early in the year, and practically on the same subjects, and in nearly the same language.)

The President of the Conference occupied the Chair. He remarked that the question of the day, and he would say the most important question of the day, was the education of our youth,—none so important. The influence of education is an influence employed for good or for evil. There can be no true education apart from moral culture: the heart and the conscience must be educated as well as the intellect; only thus can man be prepared to serve his Country and his God.

On this subject he was glad to be able to say that we were united. On this we were thoroughly united,—united in the object to be promoted, and in the means necessary to promote that object. The great mass of our people were one with us in this matter. We had during the past year held sixteen district Conventions, composed of Laymen, elected from and by the Quarterly Meetings; the Resolutions from those conventions showed the unanimity to be perfect and complete. We had held two hundred and fifty quarterly meetings, and he would only say that throughout the entire Connexion, as the Memorials from those Meetings proved, there was a harmony and a oneness that could not be mistaken, and that had never been equalled on any other subject.

One of our Opponents, (Doctor Wilson,) said in the Committee, that the Methodist Conference had issued a Pamphlet, at which I shook my head, not intending to intimate by that shake of my head that the principles set forth in that Pamphlet were not in harmony with the views and wishes of the Conference; but that, as a Conference, the Pamphlet had not been before us. The Gentleman tried to insinuate that we differed from the principles advocated there. We do not differ from those principles; we are prepared to endorse them and defend them, as the Conference has done by its unanimous vote this day; and the author of that Pamphlet [Doctor Ryerson] is entitled to our best thanks; it is a credit to the Author, to the Conference, and to the Connexion.

The Reverend W. Jeffers, the newly elected Editor of the *Christian Guardian*, said that the importance of the right education of the youth of a Country, is a subject that every one admits it, and it can hardly be over-estimated. The thing that many need to be convinced of is the importance of that higher kind of education which is given in our Colleges and higher Seminaries of learning. This higher education is important, not merely to those who receive it, but to those who attend the Colleges. Our Common Schools will become elevated and efficient in proportion as the Higher Schools are perfected and made accessible, for these Colleges give, in a great degree, character and qualifications to those who explain and enforce the principles of religion and virtue; to the Legislators who make our laws and perfect our institutions; to the Lawyers and Judges who explain and administer the principle of law and justice; to

our Physicians who can take care of our health and cure our diseases; to the Editors who exercise so constant an influence on the whole community. The question of higher education relates to the very fountain-head of all those influences which determine the course and destiny of a nation. This is what emboldens me to say that this University question is one that concerns every man, woman, and child in Canada.

Our Opponents have unfairly represented us as opposing our Common School System, and as favouring sectarian schools. We were not opposed to our Common School System, as the children, being at home with their parents, and under the care of their Pastors and Churches were sufficiently protected with respect to their habits and morals. But we have contended that when our sons and our daughters went from home, to remain away for years, we could not but be concerned for their moral and religious welfare, so much more important than all the learning the schools can impart. We preferred Denominational Colleges solely on this account, that our youth being away from home, and Denominational Colleges having a peculiar kind of responsibility, we had in them the best security we could have that every guard would be thrown around our sons and daughters to preserve them from the contagion of infidelity and vice. We make this distinction between Common Schools and Colleges.

The Reverend Doctor Green said that the object of this Meeting is one that has his cordial sympathies. It is known to most of you, that one of England's noblest kings set apart a large portion of land in Canada for educational purposes. That upwards of 226,800 acres of this land is now claimed by Toronto University, and nearly 64,000 acres more by Upper Canada College, making a total of about 290,000 acres devoted to higher education in Upper Canada. Now have those Colleges, which were first in the field in Upper Canada, and second to none in their efficiency and usefulness, a right to share in any portion of the fund thus set apart for Collegiate Education? We think they have; and therefore we have instituted this enquiry, and originated this grand movement for the accomplishment of our object.

We wish to throw around our College the fostering arms of a Christian Church, and to keep upon it the watchful eye of a Christian people. And we are not alone in our preferences, but a large portion of our fellowcountrymen join with us in these views.

The Reverend Lachlin Taylor said that he seldom rose with feelings of so much pleasure as on the present occasion. He was called upon however to read two or three extracts from the public journals in reference to the University question, and the noble defence of the cause by a man whom we all delight to honour. It was well known that his esteemed friend, Doctor Ryerson, had been long the able advocate of equal rights for all Her Majesty's subjects, that, when a youth, he grappled successfully with able Controversialists on high church pretensions, and that now he rejoiced to see him stepping forward to battle for equal rights, against the exclusive claims and arrogant pretentions of a powerful monopoly. He could not but rejoice that God had spared him to his Church and his Country, that he might bring all the power of an intellect richly laden with the wisdom of the past to bear on these great questions. He had again proved himself to be more than a match for all his opponents

Mr. Taylor read several extracts from the newspapers and accompanied the reading of them with very amusing remarks. He continued:

Our cause is one of righteousness and truth, united action is sure to end in a glorious triumph; the victory which has already been achieved should only be regarded as the starting point for renewed and continued efforts, let us then advance to the final accomplishment of the object before us, ever animated by the principles of the purest Patriotism, the sublimest Christian morality and integrity, and the glory of God, and as we move on, let the insignia be ever seen upon our spread banner as it floats in the breezes of heaven. 'Magna est veritas et proevalebit.'

The Reverend W. H. Poole confined himself to commenting on the evidence of their opponents before the Select Committee of the House of Assembly.

The Reverend Doctor Ryerson spoke to the following effect:—

The first thought suggested by the present occasion is, how much more pleasant it is to be among friends than in the midst of enemies; to appear before those who greet you with a cordial welcome, than to meet those who seek in every way possible to wrest your words, and compass your overthrow.

I had requested the Reverend Mr. Poole, to whose courage, acuteness, and energy we owe much in the investigation of this great question, to read the analysis he had made of the Evidence given before the Select Committee of the Legislative Assembly.

Doctor Ryerson then proceeded to remark at length upon the variations in Doctor Wilson's speech and remarked on its difference, before the Select Committee as delivered, and as afterwards printed. He said:

I will now notice for a few moments the Draft of Report, understood to have been chiefly prepared by Mr. Langton, and intended by him and Mr. Cayley for the adoption of the University Committee. However, as Mr. Cayley, after having distributed printed copies of his Draft of Report among the Members of the Committee, had to leave Quebec, not one Member would move its adoption, (when the incorrectness of its statements and unfairness of its representations began to be understood, as I did not fail to exhibit them,) notwithstanding the unceasing and importunate efforts of Mr. Langton to prevail on Members of the Committee to adopt something in justification of the Senate and their doings. But in the vain hope of inducing the Committee to adopt the apologetic part of the Report, a paragraph of concession to Denominational Colleges is introduced towards the conclusion; and that paragraph is as follows—

"The Committee, in thus giving a conscientious expression of opinion as to the intent and meaning of the Act, desire not to be misunderstod as to the feelings they entertain towards the Institutions on whose behalf the Memorialists appear, as Educational establishments, conducted with great ability and advantage to the youth of the Country; and they respectfully beg to solicit of Your Honourable House a favourable consideration of their application for such additional public aid, as may be requisite to place their Institutions in a state of perfect efficiency."

But while the Representatives of the Toronto University themselves admit that the Colleges of the Memorialists have, by their ability and usefulness, established indubitable claims to such "additional public aid as may be requisite to place them in a state of perfect efficiency," Messieurs Langton and Cayley place those claims as quite secondary to the monopoly of the University College.

I will now proceed to refer to Vice Chancellor Langton, who, among many things of less significance, uttered the following notable words: "They were strong in the Country; by far the larger part of it was at their back; but they must remember that among their Opponents there was a certain species of enthusiasm which could not be excited among themselves." I hope these words may be heard throughout the Land, and remembered as well as heard. What, then, is the 'species of enthusiasm' which cannot be excited in support of the Toronto monopoly; but which exists among the supporters of Denominational Colleges? In behalf of the Denominational Colleges there cannot be excited the enthusiasm of a monopoly of many thousand pounds per annum; or the enthusiasm of several thousand dollars distributed among Students in the form of Scholarships, Prizes, gold and silver Medals. This 'species of enthusiasm' is peculiar to the cause of the Toronto monopolists. But the 'species of enthusiasm' which cannot be excited among them; but which is peculiar to the cause of the Denominational Colleges,—is the enthusiasm of Revealed Truth,—the enthusiasm of Christian principles and feeling—the enthusiasm of parental Christian affection,—the enthusiasm of the heart—the enthusiasm of true patriotism founded on Christian principles,—the enthusiasm which marks the life, and energy, and progress of Christianity itself. Before such enthusiasm, the enthusiasm of monopoly, of egotism, is as the automaton of the living man, as the foaming torrent of the thunder storm to the mighty cataract of the everlasting Niagara.

Mr. Vice Chancellor Langton made another deliverance not less remarkable than that which I have just noticed. He said—'The reason Cambridge had lately turned out so many men of mark was because of the liberty allowed the Students in choosing their studies. In his day, however, this liberty was not allowed, and many men who had afterwards ditinguished themselves in life, went out of the University without Honours. The Students in the University had now five Options for the final Degree, which was a little more than we had here.'

This is another in addition to the many examples of Mr. Langton's misquoting facts, as I showed in my Reply to him and Doctor Wilson before the University Committee at Quebec. The impression conveyed in the above passage is, that the Options at Cambridge are the same as those at Toronto, only more numerous; whereas the fact is, as I proved in my reply just referred to, that while the Course of Studies at Cambridge extends over a period of four years, including twelve Terms, nine of which must be kept by every Student, no Option whatever is permitted to any Student except during the last four of the nine Terms, he is required to keep, nor until he has passed a second public Examination, (called the Previous Examination,) which Provost Whitaker states has been made equal to the examination for B. A. in Mr. Langton's time. It is only after pursuing all the studies of the prescribed course during five out of the nine Terms to be kept, and after passing such an Examination, that Options, or choice of Studies, is allowed at all at Cambridge during the last four Terms; whereas at Toronto Options are allowed to six Terms out of the eight Terms of the Course!—Then the excuse assigned by Mr. Langton for men who, like him, stood so far below Honours that they went out in the poll,—that is, stand so low that their names were not allowed to appear in the Calendar of the University on taking their Degree—is equally imaginary, since they could always take Honours in either Classics, or Mathematics, at Cambridge, by passing no higher examination in general subjects than they are required at this day.

It is said that Prayers are used in the College. A Student informed a Friend of mine several months ago that they had got prayers in the College now by the Professor of Agriculture, saying that the Professor stood and held his cap beside his Head with one hand and the paper from which he read the Prayer with the other hand; and the Students stood and held their caps in the same way; and there were sometimes six or eight present, and they got through the prayers in three jerks.'*

It is said that Religious instruction is given in the College; and as a proof, we are told that Natural Theology and the Evidences of Christianity are included in the College Course. What Student can be supposed to doubt there is a God, or that Christianity is true; and to teach him no more is to teach him what he has been taught and believed from his infancy. As well might it be alleged that you had taught the people of Upper Canada their duties as citizens by proving to them that Civil Government was of divine origin; or that the Monarchy, under which we live, is the best constitution of Civil Government. Natural Theology and the Evidences of Christianity are included in the Curriculum of all Colleges in Christian Countries. But who ever before heard that they constituted the Religious instruction of Students, or were regarded as a substitute for it? All the doctrines and duties of the New Testament may be taught, without teaching either Natural Theology, or the Evidences of Christianity; and Natural Theology and the Evidences of Christianity may be taught, without teaching either the doctrines, or duties of the New Testament.

But to claim support for University College because of its alleged Religious Exercises and Religious instruction is to renounce the very ground of its establishment, and to adopt the ground on which Denominational Colleges rest their claims. University College was founded as a secular, in contradistinction to a Religious, Establishment; it was established as an Institution of secular learning; and was perfectly free from any

* One of the Witnesses before the Select Committee at Quebec stated that these words were those used by Doctor Ryerson, instead of which, they were the words of a Student, who used them in speaking to a friend, and referring to the College Prayers. See page 191 of the Fifteenth Volume of this Documentary History.

Religious character and control. Its duty was to teach the secular branches of education, irrespective of all Religion,—leaving everything pertaining to Religion to the Religious Denominations. When, therefore, its advocates urge its claims,—its exclusive claims,—to support on the ground of its Religious Exercises and Instructions, they condemn the doctrine of a merely secular College altogether, and admit that a College without Religious Exercises and Religious Instruction for its Students is an anomaly in a Christian land.

The necessity of Religious Exercises and Religious Instruction as a part of Collegiate Education being admitted by the advocates of Toronto College monopoly, they concede the very principle and the whole ground contended for by the advocates of Denominational Colleges; for it then simply becomes a question as to whether Religious Exercises and Religious Instruction are likely to be best provided for in a Denominational College, the Professors of which must, as Religious men, (of whatever Persuasion,) possess the confidence of the Religious Denomination establishing the College; or whether such Religious Exercises and Instruction are likely to be best provided for in a Non-denominational College, the Professors of which are not appointed by any Religious Body, or in reference to any Religious principles, and are not accountable to any Religious Body; and in which, as the Reverend Doctor Cook well expressed it in his Address to the Committee at Quebec, A Professor may be a Catholic, or Protestant, Trinitarian, or Unitarian, Christian, or Infidel,—waiting regularly on the Ordinances of some Christian Church, or showing utter and habitual disregard to any Christian Ordinances. There may be, [continues Doctor Cook], no doubt there are many persons in the Province who hold this a matter of no consequence,—perhaps an advantage; and who are satisfied if nothing directly hostile to Religion be taught in the classes of a Professor. But there are many also who think very differently. It is not of indirect infidel, or irreligious, teaching that such persons are afraid. It is of the impression made on young men, at a time when the awakened intellect is beginning to deal with all questions, and to hold every proposition a matter for dispute; when the passions, too, are claiming to be released from the restraints of principles, by the mere fact,—known to them,—of the person set over them—eminent perhaps for intellectual powers, and great attainments—being infidel in his opinions, or irreligious in his practice. The impression is: If such a man cares nothing for Religion, there cannot be much in Religion that is worthy of being cared for. A foolish impression to be sure, but what usually does infidelity rest upon but such impressions? It may be safely assumed of the great body of serious thinking and Religious persons over the Province, that in sending their sons to a distance to receive academical education, they will prefer placing them under the charge of men in whom the Religious Bodies to which they belong place confidence, rather than in an Institution of which, however it may be composed, the constitution gives no security for the Religious character of the Professors.'

It is clear, therefore, that Toronto College has no Religious grounds whatever to stand upon; and when its advocates attempt to claim support for it on Religious grounds, they admit that mere secularism is not a sufficient basis for any Collegiate Institution in Canada, and that the advocates of Denominational Colleges are right in claiming that the Provincial University shall include Denominational Colleges upon equal terms with a Non-denominational College and not constituting a mere monopoly for one Non-denominational College; in other words, that the pyramid of University education shall be placed upon its base, and not upon its point, as the Toronto monopolists practically argue.

It now remains for me to state the grounds of encouragement we have to persevere in those noble work of placing the Provincial University and our System of Collegiate Education upon the broad base of Christian Canadian Nationality, and not upon the acute angle of a local, nominal, Non-denominational, yet really sectarian, monopoly, as will hereafter appear.

The grounds of our encouragement to action and assurance of success are in the weapons employed by the monopolists and the basis of their pretensions on the one hand, and, on the other, in the principles involved in the claims of Denominational Colleges and the modes of procedure in supporting them.

Now among the misrepresentations employed by the monopolist advocates are the following:

[1.] They represent the Advocates of equal rights to Denominational Colleges as seeking to, 'pull down the Provincial University;' whereas the real object of the advocates of equal rights is to establish and maintain the Provincial University as contemplated by the University Act of 1853. The object of the University Act of 1849 was to establish a teaching University with one College. That not succeeding, the object of the University Act of 1853 was to repeal the former Act, and to establish a non-teaching University, like the London University, including many Colleges; but not identified with one more than another. In this Act it is provided that the University shall not have any Professor to teach at all, but examine what is taught in all Affiliated Colleges, and confer Degrees and Honours accordingly, after a provincial standard of its own establishment. Whether the provisions of the Act were effective, to accomplish its avowed objects, is of no importance to the question; but such were its objects as expressly avowed in its Preamble, and by some of its provisions, as also by the positive statement of its Framers. Yet it has been managed to blend the Provincial University and University College at Toronto into one Institution, as if the Act of 1849 had never been repealed; so much so that the funds of the Provincial University are virtually controlled and expended by the Officers of the College. An outrage upon the whole scope and objects of the University Act, as well as a wrong to other Colleges and the best educational interests of Upper Canada! Yet these monopolists represent the advocates of a truly Provincial University as seeking to 'pull down the Provincial University;' when their declared aim, as stated in their Memorials, and in the evidence of the Representatives of both Wesleyans and Prsbyterians before the Parliamentary Committee, is to establish a real Provincial University, like the London University, and as contemplated by the Act of 1853, equally unconnected with any one College, and the sole Body exercising University authority in the Country, instead of the University College monopoly in Toronto; which assumes to be the Provincial University. Now the light of truth on this fundamental question, as on others, will ultimately dispel the darkness and mists of misrepresentation, and penetrate the public mind of the Country with correct views of facts, justice and patriotism.

[2.] Another monopolist misrepresentation of the same class is, that the object of the friends of equal rights is to 'pull down University College;' when the Wesleyan Conference Memorial itself expressed a willingness that University College, (as representing those classes who prefer a Non-dnominational secular College,) should have twice the Endowment of any Denominational College, and the proposals in the evidence given before the Committee went even further than that. I myself expressed a favourable opinion as to the attainments and talents of the Professors of University College, my desire for its efficient support, and my warm and confident hopes for the success and future usefulness of many of its Students.

[3.] The monopolists also represent the Religious Denominations as indifferent to their Colleges, or they would support them. It is both a calumny and an insult to say that Religious Denominations are indifferent to Institutions which they have erected at great expense by voluntary contributions, and which they have sustained in the same way with the exception of a small grant from the Legislature of £500, or £1,000, per annum, while the advocates of the University Non-denominational College monopoly have never contributed one penny by voluntary contribution to erect the Buildings of that College, much less to support it. Leave to that College no more legislative support than has been granted to one of the Denominational Colleges,—leave it to depend for Buildings, Salaries, Contingencies, etcetera, upon £500, or £1,000 legislative aid per

year, and instead of its being, (as Mr. Cayley and Mr. Langton were compelled to confess, the Denominational Colleges were,) 'conducted with great ability and advantage to the Country,' and its advocates making up the deficiencies for its support, it would not exist a twelve months, and its Officers and Students would be seen deserting it. The true test as to the real preference of the people for a Non-denominational, or Denominational, College is for each to be placed upon the same footing as to Legislative aid. It will then be seen, as clear as day, which College is founded on true principles, and which on unjust monopoly,—which College is the creation of the Christian principles, parental affections, and patriotic feelings of the people, and which the creation of State policy, without a Christian heart, and whose soul, and life, and strength are the money of the State, and for whose very existence the individual liberality of Non-denominationalism would not produce from Port Sarnia to the Ottawa a tenth part of the sum which is annually contributed for the support of any one of the Denominational Colleges. When the London University in England was first established, it was identical with London University College, and to its establishment the friends of Non-denominational Collegiate Education throughout Great Britain and Ireland, headed by Lord Brougham and Mr. Hume, liberally contributed. Afterwards the University was separated from the College, and made a non-teaching examining body, including both Denominational and Non-denominational Colleges; but the original subscriptions and the interests which prompted them were secured to University College, London.

Such are the representations employed to support the Non-denominational College monopoly. I remark next, that the grounds of its pretensions and hopes are as fallacious as its objections against Denominational Colleges are frivolous and absurd.

Then how frivolous is the objection, that if you aid the College of one Denomination you must aid the Colleges of all Denominations; when the question has nothing to do with Religious Denominations as far as the State is concerned, but simply with Colleges established by Religious Denominations, or municipalities, or private individuals, upon the conditions that the Buildings of such Colleges are erected, Professors employed doing the work prescribed by a Provincial University authority, and of which that authority is the judge. In such cases, the supply never exceeds the demand. But the greater the number of competing Colleges in Canada, as in England, (though each would receive less public aid and depend more upon voluntary effort), the higher will the standard of Collegiate Education be raised and the more extensively will it be diffused, if there be but one University to confer Degrees. It is the multiplication of Universities, or University Colleges, and not of Colleges in one University that tends to lower the standard of University education. But it is absurd to suppose that Colleges, any more than Churches, or Schools, established by voluntary subscriptions, will multiply, or be maintained beyond the felt wants of the Country. No Denomination, or party, will incur the expense and responsibility of erecting College Buildings and employing Professors, without a sense of need; and to supply the need felt is the dictate of enlightened Christianity and patriotism. Those who do not feel that need, will be satisfied with the Non-denominational College already provided for them.

Then there is the plain Religious truth and principle on which our cause rests. Nothing is more true and clear than that if our Religion is good for ourselves, it is good for our children, and ought to be taught to them as diligently as we pursue it ourselves, and if we would not ourselves live for years without the ministrations, ordinances and the daily helps to Religious steadfastness and edification provided by our Church, neither would we have our sons, during several of the most eventful and exposed years of their lives, without the best Religious oversight and instruction (in connection with their studies of more secular subjects) which can be provided for them. With the very best care and provision in this respect, we are sometimes painfully disappointed; but, without such care or provision, moral shipwreck is the natural, and can hardly, therefore, fail to be the general result. Thus all that is imperative in Parental obligation, and all that is Christian and tender in Parental affection, combine,—and declare in favour of a

Collegiate Education under as faithful and affectionate daily Religious oversight and instruction as can possibly be secured.

Justice and Patriotism speak also to the same effect. Christian principles and affections are the springs of the highest patriotism, as well as the foundation of civil order, social advancement and happiness. If it is patriotic for the State to provide for Collegiate Education at all, it is most patriotic for it to provide such education in a manner that will secure to the Students the best guarantee and facilities for their Religious principles, morals and character. And whether that is a College whose Professors, Religious services and instructions are in the confidence of a Christian Church, or in a College, the Professors of which are not selected, or responsible, in respect to any Religious principles, or character whatever, and in which there is no Religious element, can be readily decided by the heart as well as head of every Christian parent. And if it is just to provide a College for the secular education, unconnected with any Religious oversight and instruction, is it not just to aid a College for the secular education of those who wish to connect with it, and who have themselves provided to connect with it, daily Religious oversight and instruction? To this the common sense, as well as Christian feeling of every candid man, can return but one answer.

It then becomes our duty to use the means necessary to bring these plain principles of Christian truth, justice, patriotism, common sense, and parental instinct into contact with the understandings, common sense, Christian principles and feelings of the people of all classes and parties; and all who are not blinded by prejudice, interest, or partizanship, or averse to all Christian teaching, as well as to Christian Sabbaths, must as certainly yield to the power of these truths and principles, as that chemical obey vital, and physical yield to the general, laws. The cause of Denominational Colleges involves the union, in the whole course of Collegiate Education, of all that is divine and pure in Christian truth and morals with all that is solid and practical in Science and Literature. No Religious Denomination, or Christian man, can deny the value and importance of this union without self abnegation of professed principles and duties. Some members, or tribunals, of a sect, or sects, may advocate one Non-denominational College exclusively, (contrary to the principles and practice of those same sects in other Countries) but the secret of such an unnatural and inconstant advocacy may be found in the fact that, by their Theological Schools and other connections, the Non-denominational College can be made subservient to their own Denominational purposes and to the corresponding disadvantage of other rival Denominations. Yet there will be found even among these Bodies, in various parts of the Country, men of noble hearts and enlarged minds, like the Reverend Doctors Burns and Willis, who look at Canada as a whole with the eyes of enlightened patriots and Christians, and not in the petty selfish spirit of a local professedly Non-denominational monopoly, but tributary to the special purposes of certain Denominations. The candid, well-informed, consistent Members of all Christian Denominations, except those who are blinded by the gift of some local, sectional, or individual, advantage, must acknowledge the superiority of a thoroughly Christian Collegiate Education over a non-Christian one,—that even silence and indifferentism in matters of Religion in Collegiate Education of a youth must, (uncounteracted by special family, or other, influences), tend to Religious indifferences, scepticism and vice,—especially considering the propensities of the natural heart and exposures to temptation in the age of youthful ardour and passion, at a distance from home, and in a large Town. There may be many who know nothing of the nature of a Collegiate Education, or of the comparative merits of different kinds, or subjects, of Collegiate Education; but all know that the absence of careful Christian instruction and oversight of a youth for successive years must, if the lessons taught by the laws of mind and experience can be relied upon, be generally attended with evils much greater than all the advantages of secular learning. All know also, that if Collegiate Education is good for anything, it should be studied in all its parts, like a Common, or Grammar, School education, and not be left to the pupil to pick and choose which he will study

and what he will not study, as may best gratify his caprice, his idleness, or his avarice.* All likewise, whether they, or their families, have any immediate interest in Collegiate Education or not, are deeply interested in having the best educated men of the Country thoroughly imbued with Christian principles and feelings, as well as taught in Languages and Science, and that that can only be done, as a general rule, in a system where Colleges are as Christian in all their instructions, management and discipline as a Christian family, or a Christian Church.

The power of these truths is evinced from the action of the Members of the Church of Scotland in connexion with Queen's College and their Synod, and in what they propose to do throughout all their Congregations and that without any previous consultation or understanding with the friends of Victoria College, or the Members of the Wesleyan Church; but from agreement in a common Christian principle and a common Christian and national object. You see the same truths operating among the Members of the Church of England, as indicated in the extracts from Church of England papers, read this evening by my honoured friend, the Reverend Lachlan Taylor. The heads of that Church have not taken an active part in this discussion and in memorializing the Legislature, though their views and sympathies are entirely with us, stating very truly that personal separation from Toronto College, and their erection and support of Trinity College in Toronto, is the strongest standing protest possible on their part as to the necessity of Denominational Colleges as the true and only means of securing for the youth of Canada a thoroughly Christian Collegiate Education.

The unanimity and cordiality with which the Grant was increased to the amount of £1,250 to each of the Colleges whose Representative advocated these truths, is likewise a remarkable illustration of their power. The grounds on which Denominational Colleges rest their claims had never before, in a formal way been brought under the consideration of the Legislature; and it has only been with difficulty and in the face of strong opposition that the Government have been enabled to get the small grants in their aid voted by the Legislature from year to year. Yet no sooner did the advocates of Denominational College challenge a full discussion of their claims, and commence it in good earnest, then the truth, justice and nationality of their claims were so evident and irresistible, that not only were the former Grants continued without debate, but increased to the amount of £500 to each College, without a division, or even a speech in opposition. The Members of the Legislature of all parties felt and yielded to the truth, and equity, and patriotism on which Denominational Colleges rest their claims. And the universal circulation of that truth will produce corresponding conviction and agreement among Christian and honest men of all parties throughout the Land.

Our duty then is as simple and plain, as our ultimate success is certain. It is for us, and every Member of our Congregations, to circulate among the reading people of all classes and parties, what we ourselves know, and read and think on this question so vital for our Country. Although we act as a Body we act for the cause of justice among all classes, and for the means of a truly Christian Collegiate Education of our youth, and of all the youth of our Country whose parents desire it; yet securing the equal right, and liberty, and provisions in an endowed Non-denominational College for those who wish to give their sons a Collegiate Education without Religious oversight and instruction,—a strange anomaly! And to the circulation of the truth as we believe and understand it on this great question, let us add prayer, and the fervour of Christian affection and zeal. What Pericles said in his funeral oration to the Athenians at the end of the first year of the Peloponesian war, we may apply to ourselves in this nobler cause—"We place not so much confidence in the preparations and artifices of war, as in the native warmth of our souls, impelling us to action."

*Mr. Adams, in his recent Address at Columbia College, New York, is very strong in his condemnation of immature Students being allowed to select such Studies as they prefer under the System of Options, or elective Studies, as are allowed in some Universities. See Chapter IX in the preceding Volume of this Documentary History.

In regard to myself, I have been a willing and hearty labourer and contributor in behalf of Victoria College from the beginning, although I have no earthly interest in it different from that of any other Clerical, or Lay, Member of our Church in Canada. I have viewed and endeavored to sustain it as a part and parcel of a Collegiate System of Education for the whole Country; and the same views I advocate this day, I presented in my first official Report published in 1846. And the same views which I did all in my power to defend and press upon a Committee of the Legislative Assembly a few weeks ago at Quebec, I urged at large in a Letter addressed to the first Minister of the Crown in 1852, as an essential and vital part of a System of Public Instruction for our Country. But, in this question, I act in no official capacity, although I have thus expressed my views in official Reports and Communications. I have acted, and do act, as a Wesleyan Minister, and a Christian citizen, and I hope I may ever thus be able to act, as I have done, without regard to personal ease, interests, or consequences. I hope, with each of my Brethern in the Ministry, and every Member of the Church throughout the land, I may ever be enabled to say, as Algernon Sydney said on the scaffold, "The good old cause, vanquished or victorious, insulted or triumphant, the good old cause is still the good old cause with me."

CHAPTER XVII.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA, 1861.

On the 16th of March, 1861, His Excellency Sir Edmund Walker Head, Governor General of Canada, opened the Fourth Session of the Sixth Parliament of Canada with the usual Speech from the Throne, in which he made no reference to any Educational matter.

I. Educational Proceedings of the House of Assembly, 1861.

March 20th, 1861. Pursuant to the Order of the Day, the following Petition was read: Of the Municipal Council of the County of Wellington; praying that immediate steps be taken to establish a School for the Deaf, Dumb, and Blind Children of Canada.

March 21st, 1861. Pursuant to the Order of the Day, the following Petitions were read: Of the Municipal Council of the County of Wellington; praying for the repeal of the Seventeenth Section, Chapter 49, of the 23rd Victoria, to amend the Upper Canada Common School Act of 1860.

Of the Mayor, Aldermen and Commonalty of the City of Kingston praying that immediate steps be taken to establish a School for the Deaf, Dumb and Blind Children of Canada.

Of the Municipality of the Township of Tecumseth, County of Simcoe; praying for aid on behalf of an establishment in the City of Toronto, for the education of the Deaf, Dumb and Blind.

March 22nd, 1861. Pursuant to the Order of the Day, the following Petition was read: Of the Municipality of the Township of Augusta, County of Grenville; praying that all moneys arising from the sale of Clergy Reserve Lands in the said Township may be appropriated only for Common School purposes.

March 23rd, 1861. Ordered That Mr. R. W. Scott have leave to bring in a Bill to amend "An Act Respecting Separate Schools" in Upper Canada, in so far as the same relates to Roman Catholic Separate Schools.

The following is a copy of this Bill:

BILL: AN ACT TO AMEND "AN ACT RESPECTING SEPARATE SCHOOLS" IN UPPER CANADA, IN SO FAR AS THE SAME RELATES TO ROMAN CATHOLIC SEPARATE SCHOOLS.

Preamble. Her Majesty, etcetera, enacts as follows:—

Sect. 18 of c. 65 of Con. Stat., U.C., repealed. I. Section numbered Eighteen of Chapter Sixty-five of the Consolidated Statutes of Upper Canada is hereby repealed, and, in lieu thereof, the following shall be substituted:

New Section. Five heads of families to call meeting. "Any number of Persons, not less than five, being heads of families, and Freeholders, or Householders, resident within any School Section of any Township, Village, or Town, or within any Ward of any City, or Town, and being Roman Catholics, may convene a Public Meeting of Persons desiring to establish a Separate School for Roman Catholics, in such School Section, or Ward, for the election of Trustees for the management of the same."

Section 20 repealed. II. Section number Twenty of the said Act is hereby repealed, and in lieu thereof, the following shall be substituted:

New Section. Written notice to certain officer. "Notice of the holding of such Meeting, and of such election of Trustees, shall be given by one of the Trustees so elected, to the Reeve, or head, of the Municipality, or to the Chairman of the Board of Common School Trustees, in the Township, Village, Town, or City, in which such School is about to be established, designating by their names, professions, and residences, the Persons elected in the manner aforesaid, as Trustees for the management thereof."

Contents.

Sec. 23 repealed. III. Section number Twenty-three of the said Act is hereby repealed, and, in lieu thereof, the following shall be substituted:

New section. Unions of wards and sections, how formed. "Where such notice has been given of the election of Trustees in more than one Ward of any City, or Town, or in more than one School Section in any Municipality, or Municipalities, adjoining, or contiguous to each other, the Trustees thereof may, if they think fit, form a union for the establishment of Separate Schools in such parts of the said Cities, or Towns, or in such Sections of the Municipality, or Municipalities, as they think fit; and from the day on which the notice announcing such union shall be published in any public newspaper, issued in such City, Town, Village, or Municipality, or in the City, Town, Village, or Municipality nearest thereto, the Trustees of the several Wards in such City, or Town, and the Trustees of such Sections in any Municipality, or Municipalities, shall form a Body Corporate, under the title of 'The Board of Trustees of the Roman Catholic United Separate Schools, for the City (or Town) of ;' or 'The Board of Trustees of the Roman Catholic United Separate Schools for the united Sections, numbers (as the case may be) in the Township, or Townships, of , in the County, (or united Counties), of .'"

Notice of Unions.

Section 26 repealed. IV. Section numbered Twenty-six of the said Act is hereby repealed, and, in lieu thereof, the following shall be substituted:

New section. Election and term of office of Trustees. "The Trustees of such Separate Schools shall remain in office until the Second Wednesday of the Month of January next following their Election, on which day in every year, a Meeting shall be held in each such Section, or Ward, commencing at the hour of Ten of the clock in the forenoon, for the election of three Trustees for Separate Schools theretofore established; but no Trustee shall be re-elected at any such Meeting without his consent, unless after the expiration of four years from the time he went out of office: Provided always, that whenever in any City, or Town, divided into Wards, a united Board now exists, or shall be once established, one Trustee only for each Ward shall be elected to represent such Ward at the United Board of Trustees, at the then next and all such subsequent general annual Meetings, for the election of School Trustees, on the second Wednesday in January.

V. Section numbered Twenty-nine of the said Act is hereby repealed, and, in lieu thereof, the following shall be substituted: Sec. 29 repealed.

"Every person paying rates, whether as proprietor, or tenant, who, on or before the first day of March in any year, gives, or who on or before the first day of March of the present year, has given, to the Clerk of the Municipality, notice that he is a Roman Catholic, and a supporter of a Separate School situated in the said Municipality, or in a Municipality contiguous thereto, shall be exempted from the payment of all Rates imposed for the support of Common Schools, and of Common School Libraries, or for the purchase of land, or erection of Buildings for Common School purposes, within the Municipality, for the then current year, and every subsequent year thereafter, while he continues a supporter of a Separate School.—And such notice shall not be required to be renewed annually; and it shall be the duty of the Trustees of every Separate School to transmit to the Clerk of the Municipality, or Clerk of Municipalities, (as the case may be), on or before the first day of June in each year, a correct list of the names of all persons supporting the Separate Schools under their management." New section. Exemption from Common School Rates.

VI. Section number Thirty-three of the said Act is hereby repealed, and, in lieu thereof, the following shall be substituted: Section 33 repealed.

"Every such Separate School shall be entitled to a share in the Fund annually granted by the Legislature of this Province for the support of Common Schools, and shall be entitled also to a share in all other public grants and allotments for Common School purposes made by the Province, or the Municipal authorities, according to the average number of pupils attending such School during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of pupils attending school in the same City, Town, Village, or Township." New section. Separate Schools entitled to a share of the public grant.

VII. Section number Thirty-four of the said Act is hereby repealed, and the following shall be substituted in lieu thereof: Sec. 34 repealed.

"The Trustees of each such Separate School shall, on or before the thirtieth day of June, and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada, a correct Return of the names of the children attending such School, together with the average attendance during the six next preceding months, or during the number of months which have elapsed since the establishment thereof, and the number of months it has been so kept open; and the Chief Superintendent shall, thereupon, determine the proportion which the Trustees of such Separate School are entitled to receive out of the Legislative Grant, and shall pay over the amount thereof to such Trustees." New section. Half-yearly returns to Superintendent. Share of grant.

VIII. It shall be the duty of every Collector of Public Rates, when collecting General Rates from supporters of Roman Catholic Separate Schools, to collect also from them, if requested so to do by the Trustees of the School, or Schools, of which they are supporters, the School Rate that may, for the time being, be imposed by such Trustees, and to pay over the same to them; and for such service the said Collector shall be and are hereby authorized to retain five per centum of all taxes so collected; Provided always, that if such Collector be paid a fixed salary, or stipend, from the Municipality, no additional sum, or per centage, shall be charged for collecting the Separate School rate. Penalty for false returns. Collector of General Rates to collect Separate School rates, if required.

He accordingly presented the Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time on Tuesday, the second day of April next.

(NOTE. This Bill was not read a Second time, but, on the 16th of May, the Order to read it was discharged, and the Bill withdrawn. See page 183 herewith).

April 4th, 1861. Pursuant to the Order of the Day, the following Petitions were read: Of the Municipal Council of the United Counties of Huron and Bruce; of the Municipal Council of Norfolk; of the Municipality of the Township of Tossorontio; and of the Municipality of the Township of West Gwillimbury; praying that immediate steps be taken to establish a School for the Deaf, Dumb and Blind Children of Canada.

Of the Reverend John Douse, Chairman, on behalf of the Members of the Wellington, Waterloo, and Halton Wesleyan Circuits; and of the Reverend James Neelands, Chairman, on behalf of the Members of the Huron, Bruce, Perth and part of Oxford Circuits, praying for amendments to the Toronto University Act of 1853.

On motion of Mr. Thomas Ferguson, seconded by Mr. James C. Aikins,

Resolved, That an humble Address be presented to His Excellency the Governor General, praying His Excellency to cause to be laid before this House, a Statement, or Return, of the several sums of money paid out of the Revenue of this Province to each and every Public Institution therein, whether Religious, or Charitable, Sectarian, or Educational, from the period of the Union of Upper and Lower Canada, up to the end of the year 1860; such Return to show the annual amount paid and the sum total received by each of such Institutions; also, when such Institutions were established, where situated, whether in Eastern, or Western, Canada; also the names and additions of the parties, or Persons to whom the several sums were paid, and the purpose to which the same were applied.

April 5th, 1861. Pursuant to the Order of the Day, the following Petitions were read: Of the Municipal Council of the County of Middlesex; and of the Municipal Council of the County of Simcoe; praying that immediate steps be taken to establish a School for Deaf, Dumb and Blind Children of Canada; Of Mr. P. Hinman and others, Members of the Baptist Church Congregation, meeting in Haldimand, praying that the present system and the Endowment of the Toronto University and University College, may be preserved intact; Of the Chairman and Board of Trustees of the University of Queen's College, Kingston; Of Mr. O. S. Gildersleeve, Mayor, in behalf of a Public Meeting of the Inhabitants of the City of Kingston, praying that Collegiate Institutions be established in different parts of the Province, and that an apportionment of the (Surplus Fund of the) Endowment of the Toronto University, be granted to each of the said Institutions; Of the Chairman and Board of Trustees of the University of Queen's College, Kingston; praying that the several Colleges in Upper Canada may receive a just share of the (Surplus of the) Public University Fund.

April 8th, 1861. Mr. Speaker laid before the House, the Annual Report of the College of Bytown, to 31st December, 1860.

April 9th, 1861. Pursuant to the Order of the Day, the following Petitions were read: Of the Congregation of Lanark; of the Congregation of Ormstown; of the Congregation of Georgetown; and of the Congregation of St. Paul's Church, Montreal, all of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for amendments to the University Act of 1853. Of the Municipal Council of County of Oxford; praying that immediate steps be taken to establish a School for the Deaf, Dumb, and Blind Children of Canada; Of the Reverend W. Aitkins and others, of the Village of Smith's Falls and vicinity, County of Lanark, praying that the present system and Endowment of the University of Toronto, may remain intact; Of the Conference of the Wesleyan Methodist Church of Canada: praying for a passing of an Act to prevent further perversions of the University Act of 1853 by the Senate of the University of Toronto.

The following is a copy of this Petition:

TO THE HONOURABLE THE LEGISLATIVE ASSEMBLY OF CANADA.

May it Please Your Honourable House:

The Petition of the Conference of the Wesleyan Methodist Church in Canada, Humbly Sheweth—

1. That your Memorialists, and two hundred and fifty Circuit Quarterly Meetings, representing the Ministry and Laity of the Wesleyan Methodist Church in Canada, complained to the Legislature, at its last Session,* against the manner in which the University Act of Upper Canada has been administered, and the partial and improvident expenditure and reduction of the University Endowment, and prayed that inquiry might be instituted into the subject.

2. The inquiry prayed for was graciously granted by your Honourable House, and, in the course of that inquiry, it was clearly shewn, among other things, how widely the spirit and intentions of the Upper Canada University Act of 1853 had been departed from,—to how little practical purpose a large portion of the University Endowment had been expended—how illiberal, unjust, and unpatriotic is the present University System,—and to how small an extent it accomplishes, or even recognizes, the broad and general interests of a truly liberal and National System of Collegiate Education.

3. That your Memorialists have, therefore, through their representations, [before the Select Committee of Your Honourable House], fully sustained the complaints and claims made in the Conference's Memorial to the Legislature.

4. That your Memorialists have no other interest in the question than that which is common to every Member of their Congregations.

5. That neither your Memorialists nor their Congregations have ever sought any Legislative aid for themselves, as a Ministry, or as a Church; but they protest against their Collegiate Institution being proscribed, or ignored, as a part of the System of Public Instruction, merely because it is the fruit of the voluntary efforts of a Religious community, whilst another Collegiate Institution, teaching the same branches of knowledge, is largely endowed because it is the creation of no Religious community, and professes no Religious faith; and whilst your Memorialists disclaim for themselves all Church endowments by the State, they maintain, upon every ground of justice, Christianity and patriotism, that Collegiate Institutions, established by the voluntary efforts and sacrifices of Religious Denominations, and teaching the universally acknowledged subjects of University Education, have even stronger claims upon the consideration of the Legislature than a Collegiate Institution for the establishment and support of which nothing has been done by voluntary effort, and in which no adequate safeguards of daily Religious watch-care are provided for the principles, morals, and habits of Students during their collegiate years of separation from their Parents and Pastors.

6. That your Memorialists also distinctly disclaim, (as they have done heretofore,) any Legislative aid for the support of any Theological Faculty, or Professorship, in any Collegiate Institution; but they insist that the Classical Literature and Science of a University Education are as valuable, and are as much entitled to Legislative encouragement, when taught in a Denominational College, according to a public standard, as when taught in a Non-denominational one.

7. That nothing is more plain than that the University Act of 1849, provided for a centralized one College System at Toronto, under the title of the "University of Toronto;" while it is equally plain, that the University Act of 1853, contemplated and avowed a System the reverse of that attempted to be established by the University

*For this Memorial of the Methodist Conference see pages 225-228 of the Fourteenth Volume of this Documentary History.

Act of 1849, declaring against a one College System at Toronto, and that the same encouragement should be given for the prosecution of Collegiate Education in different parts of Upper Canada, as the University Act of 1849 had proposed for the one College at Toronto,—the University to be an examining Body, separate from any College whatever, and in which the teaching, or the employment of a Professor, was expressly prohibited.

8. The fact that the same centralized System is carried on at Toronto, as that which was contemplated by the University Act of 1849, and which was reversed by the University Act of 1853, proves how entirely the objects of the latter Act have been disregarded and defeated.

9. Your Memorialists repeat their protest against such injustice and manifest perversion of the law, and declare a one College University System as not only contrary to the occasion and whole scope and design of the University Legislation of 1853, but to be as unsuitable and unjust to the Country at large as would be a system of a one Endowed Toronto Grammar School, for all Upper Canada.

10. Your Memorialists further submit, that the wrong inflicted upon them, and the large majority of their fellow-citizens, is greatly aggravated by the immense reduction which has been made in the University Endowment itself, by the expenditure of some four hundred thousand dollars of the Principal, in the erection and furnishing of Buildings at Toronto, an expenditure so unauthorised by the provision of the Act, which simply provided for "the current expenses of said University and University College," the "ordinary repairs, improvements and additions to Buildings." The very heading of the Clause relating to Buildings, prefixed to it by the Venerable Chief Justice Macaulay, (taken from the Clause itself) and printed in the Consolidated Statutes, namely, "Improvements of Buildings," cannot, without the grossest perversion of language, be construed to mean the abandonment of Buildings, (then nearly new,) and the erection of new Buildings on a new Site, at an expense of more than Three hundred and fifty thousand dollars, ($350,000).

11. Your Memorialists are aware how persistent have been, and still are, the efforts of the advocates of Toronto College monopoly to represent your Memorialists as opposed to a Provincial University; whereas they have advocated from the beginning, and still advocate such a University as was contemplated by the University Act of 1853,—a University not of one College at Toronto, but of all the Colleges of the Country on an equal footing, according to their works: not a University of one section, but of all sections, of the community,—not a University which has lowered the standard, marred the symmetry, and diluted the intellectual elements of University Education, in order to build up one College at the expense of other Colleges, but a University equally related to, and impartial towards, all Colleges—solely intent, irrespective of any College, upon such a System of University Studies and Examinations as will be just to all, as will best promote the interests of solid learning in connection with Christian morals, and place the University Degrees and the University men of Upper Canada upon an equal footing with those of any other Country; in fine, a University in which will vibrate the pulsations of a truly national heart, which will bring to a common standard and collect around a common centre, in healthful competition and combined voluntary and state co-operation, the literary and professional Colleges of the whole Country.

12. The fact that the Founders and Managers of Victoria College are willing to forego the exercise of the University powers of that Institution, and to come into fair and generous competition with Toronto and other Colleges, in a University thus constituted, is a practical refutation of the monopolist pretence, that they are opposed to a National University.

13. Your Memorialists would further submit, that the present unjust and illiberal system which has been inaugurated by an abuse of the intentions of the University Act of 1853, and which must ever prevent all the Colleges from becoming parts of the

Toronto University, involves all the evils of the American system of small and rival Universities, without its redeeming features, and aggravated by a one College State monopoly. A System on an inverted pyramid basis, essentially unjust in itself, and unacceptable to increasingly large sections of the community, cannot be national, or permanent; while the System advocated by your Memorialists, regards with equal fairness and liberality, that section of the community which prefers a Non-denominational College and those more numerous sections of the community who have largely exerted themselves to promote Collegiate Education, and consider Denominational Colleges essential to the best interests of their own children and of their Country,—a System which builds up a National University on a broad foundation, combining in its support and work, the good will, the fair emulation, the voluntary efforts, and the Religious and patriotic enterprise of all classes of the community.

14. Your Memorialists beg finally to submit, that the views and claims which they present, are in harmony with the fundamental principles of our System of Public Instruction to which we and the Members of our Congregations have given their heartiest support. The fundamental principle of that System is the aid of the State as a condition and encouragement of local effort for educational purposes. Whether the effort on the part of a section of the community be by tax, or voluntary subscription, by School Section, or Municipality, or Religious community, or by keeping upon a School teaching certain subjects such a portion of the year, is merely circumstantial; the fundamental principle is, the aid of the State on the condition, and in proportion to the efforts of a section of the community for prescribed educational purposes, the principle being the same, whether applied to Colleges, or Elementary Schools, whether the educational work be done by Municipalities, or by Religious Bodies, by smaller, or larger, sections of the community.*

15. Your Memorialists, therefore, pray Your Honourable House to take this subject into your most serious consideration, and to pass such an Act as will prevent further perversions of the University Act of 1853, as will put an end to the wasteful and deadening system of a one College monopoly, and as will secure to Upper Canada, one National University, embracing impartially and upon equal footing in regard to public aid, all the Colleges of the Country according to their works, whether Denominational, or Non-denominational.

Signed by order and in behalf of the Conference of the Wesleyan Methodist Church.

TORONTO, June, 1860. JOSEPH STINSON, D.D., President.
KENNEDY CREIGHTON, Secretary.

April 10th, 1861. Pursuant to the Order of the Day, the following Petitions were read: Of the Synod of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying that an inquiry be made into the manner in which the University Act of 1853 has been administered, and the Funds of the University and of the University College have been expended; and also, for the passing of an Act placing all Colleges of Upper Canada on the same footing, in regard to the said University of Toronto; Of Mr. Edward Jackson and others of Hamilton, and other places in Upper Canada; praying for an Act of Incorporation under the name of "The Wesleyan Female College of Hamilton;" Of the Synod of the (Free) Presbyterian Church of Canada; praying that the present system and the Endowment of the Toronto University and University College, may be preserved intact; Of the Municipal Council of the United Counties of York and Peel; praying that immediate steps may be taken to establish a School for the Education of Deaf, Dumb and Blind Children in Canada; a Petition was also presented from the Right Reverend the Roman Catholic Bishop of Ottawa, and others; praying for amendments to the Act to incorporate the College of Bytown; Of the Corporation of the College of Bytown; praying for aid; Of Mr. W. Sparling and

*There are evidently some words left out in this paragraph, but I have no means of supplying them. (*Editor.*)

others, of the Township of Trafalgar; praying to be reimbursed for losses sustained while in the discharge of their official duties as School Trustees, in 1857.

Ordered, That Mr. Thomas Ferguson have leave to bring in a Bill to repeal the several Acts and parts of Acts authorizing the Establishment and Maintenance of Separate, or Sectarian, Schools in Upper Canada.

He accordingly presented the said Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time, on Monday next.

(NOTE. This Bill is the same as Mr. Ferguson introduced into the House of Assembly in 1860, when it was printed in the Proceedings of the House. This Bill was not read a Second time, but the Order to read was, on the 16th of May, discharged, and the Bill withdrawn. See page 183 herewith).

April 11th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. T. S. Parker and others, of the County of Wellington; praying that immediate steps be taken to establish a School for the education of the Deaf, Dumb and Blind Children, in Canada. Of the Reverend John A. Williams, Chairman, on behalf of the Members of Grey, and part of Bruce, Wesleyan Circuits; praying for amendments to the Toronto University Act of 1853.

The Committee of the House on Private Bills reported that the following Petitions are not of a nature to require the publication of notice, videlicet:—Of the Right Reverend the Roman Catholic Bishop of Ottawa and others for amendments to the Act to incorporate the College of Bytown. Of Mr. Edward Jackson and others, for Incorporation of the Wesleyan Female College, of Hamilton.

Ordered, That Mr. R. W. Scott have leave to bring in a Bill to change the name of the College of Bytown, and to amend the Act incorporating the same.

He accordingly presented the said Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time, on Monday next.

April 15th, 1861. Pursuant to the Order of the Day, the following Petitions were read: Of. Mr. L. Caisse and others, Roman Catholics of the Town of Peterborough; praying that, if monies are to be voted for educational purposes out of the funds to which they contribute, they may receive a part thereof for their Separate School, in proportion to their Assessment. Of the Municipal Council of the County of Carleton; praying that immediate steps be taken to establish a School for the education of Deaf, Dumb and Blind Children in Canada. Of the Toronto School of Medicine, in affiliation with the University of Toronto; praying for aid. Of Mr. W. H. Cotton and others, Trustees of the Colborne County Grammar School,—and of the Trustees of the Thorold County Grammar School; praying for amendments to the Law relating to Grammar Schools in Upper Canada. Of the Congregation of Mono,—and of the Congregation of Huntingdon of the Presbyterian Church of Canada, in connection with the Church of Scotland,—and of the Reverend A. Morse, Chairman, on behalf of the Members of the Wesleyan Methodist Church of Lincoln and other Counties; praying for amendments to the Toronto University Act of 1853.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message: The Legislative Council have passed a Bill, intituled:—"An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act," to which they desire the concurrence of this House. Also, the Legislative Council have passed a Bill, intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton," to which they desire the concurrence of this House.

April 16th, 1861. On motion of Mr. J. B. Robinson, seconded by Mr. John Cameron, it was,—

Ordered, That the Bill from the Legislative Council, intituled: "An Act to amend the Sixteenth sub-section of the Twenty-seventh Section of the Upper Canada Common

School Act, be now read the First time. The Bill was accordingly read the First time; and ordered to be read a Second time, on Thursday next.

On motion of Mr. John White, seconded by Mr. W. P. Howland,

Ordered, That the Bill from the Legislative Council intituled "An Act to Incorporate the Wesleyan Female College of Hamliton," be now read for the First time. The Bill was accordingly read the First time.

April 17th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. A. R. Stephen and others, of Collingwood,—and of the Municipal Council of the County of Brant; praying that immediate steps may be taken to establish a School for the education of Deaf, Dumb and Blind Children of Canada. Of the Reverend C. Campbell and others, the Ministers and Congregation of St. Andrew's Church, Niagara, of the Presbyterian Church of Canada, in connection with the Church of Scotland,—and of the Reverend John Beatty, Chairman, on behalf of the Members of the Wesleyan Methodist Church of Northumberland and other Counties; praying for amendments to the Toronto University Act of 1853; of the Municipal Council of the County of Brant; praying for amendments to the Common School Laws of Upper Canada.

Mr. George Benjamin, from the Joint Committee of both Houses on the subject of the Printing of the Legislature, presented to the House the Second Report of the said Committee, which was read as followeth: The Committee have carefully examined the Documents referred to in the following Motion for Printing, videlicet:—

By Mr. David Roblin,—Petition of the Reverend Doctor Stinson, President, and the Reverend Kenney Creighton, Secretary, of the Wesleyan Methodist Conference, and recommended that the said Petition be printed, which was concurred in.

April 18th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend John Gemley, Chairman, on behalf of the Members of the Wesleyan Methodist Church of the City of Montreal and other places; praying for amendments to the Toronto University Act of 1853. Of the Reverend John Fletcher and others, in behalf of the Bradford Association of the Toronto Institution for the relief of the Deaf and Dumb, and the Blind; praying that immediate steps may be taken to establish a School for the education of the Deaf and Dumb, and the Blind Children in Canada.

April 19th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend W. C. Clark and others, Trustees of the Junior Grammar Schools in Upper Canada; praying for amendments to the Law relating to Grammar Schools in Upper Canada.

April 22nd, 1861. Mr. Speaker laid before the House, Report of the Senate of the University of Toronto, for the year 1860.

The Order of the Day for the Second Reading of the Bill to change the name of the College of Bytown, and to amend the Act incorporating the same, being read; The Bill was accordingly read a Second time, and referred to the Standing Committee on Miscellaneous Private Bills.

The Order of the Day for the Second reading of the Bill from the Legislative Council intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton," being read; The Bill was accordingly read a Second time, and referred to a Standing Committee on Miscellaneous Private Bills.

April 23rd, 1861. The House accordingly resolved itself into a Committee of Supply.

Resolved, That a sum not exceeding One hundred and sixty-eight thousand dollars, $168,000, be granted to Her Majesty, as an additonal sum for Common Schools in Upper and Lower Canada.

Resolved, That a sum not exceeding Twenty thousand dollars, ($20,000), be granted to Her Majesty, as an aid towards Superior Education Income Fund, in Upper Canada,

to be distributed as follows, in aid of Victoria College, Cobourg, Five thousand dollars, ($5,000); aid to Queen's College, Kingston, Five thousand dollars, ($5,000); in aid of Regiopolis College, Kingston, Three thousand dollars ($3,000); in aid of St. Michael's College, Toronto, Two thousand dollars ($2,000); in aid of Bytown College, Ottawa, One thousand four hundred dollars, ($1,400); in aid of L'Assomption College, Sandwich, Four hundred dollars, ($400); in aid of the Grammar School Fund of Upper Canada, Three thousand two hundred dollars, ($3,200), for the year 1861.

Resolved, That a sum not exceeding One thousand dollars, ($1,000), be granted to Her Majesty, as an aid to the School of Medicine, Kingston, for the year 1861.

Resolved, That a sum not exceeding One thousand dollars, ($1,000,) be granted to Her Majesty, as an aid to the School of Medicine, Toronto, for the year 1861.

Resolved, That a sum not exceeding One thousand dollars, ($1,000), be granted to Her Majesty, as an aid to the Deaf and Dumb Institution, Toronto, for the year 1861.

April 24th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Congregation of St. Andrew's Church, Fergus, of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for amendments to the Toronto University Act of 1853. Of Mr. James Mills and others, of the Township of Clinton, County of Lincoln,—and of C. W. Covernton, M.D., and others, of the County of Norfolk; praying that the present system and the endowment of the Toronto University and University College, may be preserved intact. Of Mr. Benjamin Rogers and others; praying for amendments to the School Laws of Upper Canada; of the Congregational College of British North America, praying that the Non-sectarian principle may be inflexibly maintained with regard to the University Endowment of Upper Canada. NOTE. The following is a copy of this Petition:—

TO THE HONOURABLE THE LEGISLATIVE ASSEMBLY OF CANADA IN PROVINCIAL PARLIAMENT ASSEMBLED:

The Petition of the Undersigned, duly authorized to present the same, by and on behalf of the Annual Meeting of the Subscribers to the Canadian Congregational Theological Institute, (now bearing the name of "The Congregational College of British North America,") held in the City of Montreal, on the 15th day of June, 1860. Humbly Sheweth:

1. That Your Petitioners, who have assembled for the transaction of their affairs, from the Congregational Churches of Canada East and West, beg leave to address your Honourable House, in reference to the appeal made to the Legislature at its last Session, [by the Wesleyan Methodist Conference], for the division of the Endowment of the University of Toronto, and University College, among all the Colleges being under the control of Ecclesiastical Bodies.*

2. That Your Petitioners, and their Predecessors were among those who took the deepest interest and the most active part in the former movement for delivering the University, then styled "King's College," from Denominational control, and placing it upon a non-sectarian and truly national basis; and shared in the satisfaction felt by the vast majority of the people of Upper Canada, when that movement was eventually crowned with success.

3. That Your Petitioners are profoundly convinced, that the only sound principle on which the state can lend its aid to Education,—alike in the Common and Grammar Schools, and in the Universities—is the non-sectarian principle, according to which all persons and all Bodies are dealt with in respect to pecuniary Grants, in their civil capacity alone, as Members of the State, not in their ecclesiastical capacity, as Members of the several Churches; this principle being but the application to the

*This is not a correct version of the Methodist Conference Memorial, as will be seen by reference to it, on pages 225-228 of the Fourteenth Volume of this Documentary History.

question of Education, of the maxim so solemnly and deliberately affirmed by the Legislature, in accordance with an irresistible popular demand, in the Clergy Reserve Acts of 1854, (18th Victoria, Chapter Two, Section Three,) videlicet: that "it is desirable to remove all semblance of connection between Church and State."

4. That the violation of this principle opens the door to innumerable evils, as the whole history of the parallel case of the Clergy Reserves abundantly demonstrates. That, in the present instance, it cannot but intensify sectarian divisions and animosities, by separating the Parents and Children of the various Denominations into separate communities while the aim of all-wise legislation is to blend them into one; That the partition of any public fund among the Churches, on any basis that can be adopted, is certain to excite them to unseemly and disastrous political contentions, as to their respective proportions; that a grievous injustice will be done to the less numerous Religious communities, to those Bodies who are forbidden by conscience to receive Govermental subsidies; and to the many thousands of our population who do not entirely identify themselves with any particular Church,—all of which classes have equal rights with all others, to any national benefits; that such Legislation would directly invite the excessive multiplication of Colleges, whereby the cost of Public Education would be increased, and its quality greatly deteriorated; and that thus, inasmuch as the University Endowment is utterly inadequate to sustain University College, (which the claimants of division themselves admit ought to be maintained in thorough efficiency,) and to supply a revenue to the numerous other Colleges now and hereafter presenting their equal claims—the inevitable ultimate result of yielding to the present demand, will be the utter destruction of the non-sectarian College, which Upper Canada has laboured and suffered so much to secure.

5. That the reason urged for departing from the non-sectarian, or national, principle in the case of Colleges, while it is strenuously upheld by the same parties in relation to other public Educational Institutions, videlicet: that a College must stand to its Students in the place of a Parent, as well as of the Teacher, utterly fails to substantiate the claim, for the following, among other reasons.

(1). In our own Province the Model and other Grammar Schools, and the Normal School, in all of which many of the Pupils are removed from parental supervision, are successfully conducted on the non-sectarian principles.

(2). The examples of the University College, Toronto, as compared with the former "King's College" and of McGill College, Montreal, now on a non-sectarian basis, but once exclusively belonging to one Church, incontestibly prove that, at least, an equal degree of moral and Religious oversight can be maintained under the national, as under the Denominational, system.

(3). The Universities of Oxford and Cambridge afford but too conclusive evidence of the clerical control, with strict Regulations as to residence, College Prayers and the like, are not incompatible with the prevalence of frightful immorality among the Students; while under another system, as the Scottish Universities, and University College, London, it is admitted by all, that no greater and decisively testified by many, that far less vice and irreligion prevail.

6. That your Petitioners are, therefore, persuaded that a sectarian distribution of the University Endowment could not fail to lead to a similar legislation in regard to Grammar and Common, if not also Normal, Schools, whereby would be shaken to its very foundations that entire System of Public Education, which has been established at so great a cost, and is regarded as one of the noblest of our National Institutions.

7. That, in regard to the grave charges recently made against the management of the University and College of Toronto, as now existing, before a Special Committee of Your Honourable House, Your Petitioners, after the able defences then made, need only to represent that no system was then suggested, or can be devised, by which errors and abuses can be made impossible; and that, if any such be now discovered,

the remedy is to be found, not in breaking through a fundamental principle of national policy, but in the simple and obvious course of rectifying the administration of Collegiate affairs.

Your Petitioners, therefore, pray your Honourable House inflexibly to maintain, in reference to the University Endowment, that non-sectarian principle which alone consists with the truest welfare of the State, the Church and the School.

And Your Petitioners, as in duty bound, will ever pray, etcetera.

CHARLES WHITLAW, Chairman.
GEORGE HAGUE, Secretary.

TORONTO, 15th April, 1861.

Mr. Christopher Dunkin, from the Standing Committee on Miscellaneous Bills presented to the House the Second Report of the said Committee, which was read, as followeth:—The Bill from the Legislative Council, intituled "An Act to Incorporate the Wesleyan Female College of Hamilton," with the following amendments:

Page 1, line 5, after "Moore" insert "and."

Page 1, line 6, leave out "and John Bredin;" leave out "Kingston," and insert "Hamilton" in lieu thereof.

Page 1, line 7, after "Anglin" insert "and John Bredin."

April 26th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. J. G. Armstrong and others, Trustees of the Junior Grammar School of Vankleek Hill, County of Prescott,—and of Mr. Charles Shaver and others, Trustees of the Junior Grammar School in Upper Canada; praying for amendments to the law relating to Grammar Schools in Upper Canada. Of Knox's College, Toronto; praying that the Endowment of the University and University College, Toronto, may not be alienated from its original purpose.

April 29th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Trustees of the Bradford Junior County Grammar School; of Mr. John Lemon and others, Trustees of the Drummondville County Grammar School; and of Mr. M. McLennan and others, Trustees of the Junior Grammar Schools in Upper Canada; praying for amendments to the Act relating to Grammar Schools in Upper Canada. Of the Reverend Robert Lowery, Chairman on behalf of the Members of the Wesleyan Methodist Church, or North Leeds, and other Circuits; praying for amendments to the Toronto University Act of 1853.

The Order of the Day being read for the House in Committee on the Bill from the Legislative Council, intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton."

Mr. John White moved, seconded by Mr. Isaac Buchanan, and the Question being proposed, That Mr. Speaker do now leave the Chair;

Mr. William Notman moved, in amendment to the Question, seconded by Mr. Robert Bell That all the words after "That" to the end of the Question, be left out, and the words, "this House will resolve itself into said Committee, on this day three months," inserted instead thereof. And the Question being put on the amendment, the House divided; and the names being called for, the vote was Yeas 3; Nays 82. So it passed in the Negative. Then the main Question being put;

Ordered, That Mr. Speaker do now leave the Chair. The House accordingly resolved itself into the said Committee; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. Isaac Buchanan reported, That the Committee had gone through the Bill, and made amendments thereunto.

Ordered, That the Report be now received.

Mr. Isaac Buchanan reported the Bill accordingly, and the amendments were read, as followeth:

Page 1, line 5, after "Moore" insert "and."

Page 1, line 6, leave out from "Gurney" to "of" where it occurs the first time, and leave out "Kingston" and insert "Hamilton."

Page 1, line 7, after "Anglin" insert "and of John Bredin."

Page 1, line 20, after "College" insert "of."

Page 3, line 14, after "College" insert "of."

The said amendments, being read a second time, were agreed to.

Ordered, That the Bill be read the third time, to-morrow.

April 30th, 1861. Mr. Christopher Dunkin from the Standing Committee on Miscellaneous Private Bills, presented to the House the Fourth Report of the said Committee, which was read, as followeth:—

Bill to change the name of the College of Bytown, and to amend the Act incorporating the same.

A Bill from the Legislative Council, intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton," was, according to Order, read the Third time.

Resolved, That the Bill, with the amendments, do pass.

Ordered, That the Clerk do carry back the Bill to the Legislative Council, and acquaint their Honours, that this House hath passed the same, with several amendments, to which they desire their concurrence.

May 2nd, 1861. Pursuant to the Order of the Day the following Petition was read:—Of the Reverend Absalom Day, Chairman, on behalf of the Members of the Wesleyan Methodist Church of the City of Kingston, and other Circuits; praying for amendments to the Toronto University Act of 1853.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have agreed to the amendments made by the Legislative Assembly to the Bill intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton," without any amendments.

May 4th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Congregation of Whitby, of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for amendments to the Toronto University Act of 1853.

May 6th, 1861. Ordered, That the Petition of Mr. James B. Dixon and others, of the Village of Colborne and vicinity, be now received and read; and the Rules of this House suspended, as regards the same. And the said Petition was received and read; praying that the non-sectarian principle may be inflexibly maintained, with regard to the University Endowment.

The House according to Order, resolved itself into a Committee on the Bill to change the name of the College of Bytown, and to amend the Act incorporating the same.

May 7th, 1861. The Honourable Charles Alleyn, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor General, Annual Report of the Normal, Model, Grammar and Common Schools in Upper Canada, for the year 1860.

Mr. George Benjamin, from the Joint Committee of both Houses, on the subject of Printing of the Legislature, presented to the House the Eleventh Report of the said Committee, which was read as followeth: Your Committee have carefully examined the Documents referred to in the following motions for Printing, videlicet.

By Mr. Clark,—Petition of Mr. James B. Dixon and others, of the Village of Colborne and vicinity, with regard to the University Endowment. The Committee recommend that the Petition be printed.

The Committee also recommend that the Report of the Senate of the University of Toronto, be printed. Also the Annual Report of the College of Bytown.

The House resumed the further consideration of the Question, which was, on Friday last proposed, that Mr. Speaker do now leave the Chair, (for the House in Committee of Supply). And the Question being put; it was,—

Ordered, That Mr. Speaker do now leave the Chair.

The House accordingly resolved itself into the said Committee.

Resolved, That a sum not exceeding One thousand dollars ($1,000), be granted to Her Majesty, as an additional aid to the Deaf and Dumb Institution, Toronto, for the year 1861.

May 8th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Congregation of Scott and Uxbridge, of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for amendments to the Toronto University Act of 1853.

May 10th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend W. T. McMullen and others, of the Town of Woodstock; praying that the present system, and the Endowment, of the Toronto University and University College may be preserved intact. Of the Board of Trustees of the Union County Grammar School of Newcastle; praying for amendments to the Common School Act of Upper Canada. Of the Toronto School of Medicine; praying for amendments to their Act of incorporation. Of the Right Reverend Doctor John Strachan, the Bishop of Toronto, and the Members of the Synod of the Diocese of Toronto, of the United Church of England and Ireland, in the Diocesan Synod assembled; praying for amendments to the Common School Act of Upper Canada.

May 11th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Congregation of St. Andrew's Church, Darlington; of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for amendments to the Toronto University Act of 1853. Of Mr. Donald McRae and others, of the Township of Haldimand; and of Mr. R. H. Read and others, of the Village of Clinton and vicinity; praying that the present system, and the Endowment, of the Toronto University and University College may be preserved intact. Of the Trustees of Richmond Hill County Grammar School; praying for amendments to the Grammar School Act of Upper Canada.

May 14th, 1861. The Clerk of the Legislative Council delivered at the Bar of the House, the following Message:—The Legislative Council have passed the following Bill without any amendment:—

Bill, intituled: "An Act to change the name of the College of Bytown, and to amend the Act incorporating the same."

May 15th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Congregation of North Easthope, of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for amendments to the Toronto University Act of 1853. Of Mr. James Hall, Chairman, in behalf of a Public Meeting of the Inhabitants of the Town of Peterborough; praying for aid to establish a School for the Deaf and Dumb and Blind.

Pursuant to the Order of the Day, the following Petition was read:—Of the Board of School Trustees of the Perth Public School; praying for amendments to the Grammar School Law of Upper Canada.

The Honourable Charles Alleyn, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor-General the Report of the Council of University College, Toronto, for the year 1860.

May 16th, 1861. Pursuant to the Order of the Day the following Petition was read:—Of Mr. G. T. Choate, and others, of Warsaw and vicinity, County of Peterborough; praying that the present system, and the Endowment of Toronto University and University College, may be preserved intact.

The Order of the Day for the Second reading of the Bill to repeal the several Acts and parts of Acts, authorizing the establishment and maintenance of Separate. or Sectarian, Schools in Upper Canada, being read;

Ordered, That the said Order be discharged, and that the Bill be withdrawn.

The Order for the Day for the Second reading of the Bill from the Legislative Council, intituled: "An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act, being read: The Bill was accordingly read a Second time, and committed to a Committee of the whole House, for to-morrow.

The Order of the Day for the Second reading of the Bill to amend "An Act respecting Separate Schools in Upper Canada," in so far as the same relates to Roman Catholic Separate Schools being read;

Ordered, That the said Order be discharged, and that the Bill be withdrawn.

May 17th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Reverend Robert Hay and others, of the Township of Vaughan; and of the Presbytery of Cobourg, of the (Free) Presbyterian Church of Canada; praying that the present system and the Endowment of the Toronto University and University College may be preserved intact. Of Mr. Thomas Bolster and others, Trustees of the Junior Grammar School of Uxbridge; praying for amendments to the Grammar School Law of Upper Canada.

The Standing Committee on Printing, in its Report recommended that the following Document be printed as Sessional Papers:—Report of the Council of University College, Toronto, and of the Senate of the University of Toronto for the year 1860, which was concurred in.

May 18th, 1861. The Order of the Day for the House in Committee on the Bill from the Legislative Council, intituled: "An Act to amend the Sixteenth sub-section of the Twenty-seventh Section of the Upper Canada Common School Act," being read;

Mr. J. B. Robinson moved, seconded by Mr. John Cameron, and the Question being put, that Mr. Speaker do now leave the Chair. The House divided; and it passed in the Negative.

II. Educational Proceedings of the Legislative Council, 1861.

March 20th, 1861. Pursuant to the Order of the Day, the following Petition was read;—Of the Municipal Council of the Township of Tecumseth; praying for a grant in aid of the Institution established in the City of Toronto, for the education of the Deaf and Dumb and Blind, and that the same may become a Provincial Institution.

March 26th, 1861. The Honourable G. W. Allan presented to the House a Bill intituled:—"An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act." The said Bill was read for the First time.

Ordered, That the said Bill be read a Second time on Tuesday next.

March 27th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Municipal Council of the County of Norfolk; praying that measures may be adopted to provide for the education of the Deaf and Dumb in this Province; Of Mr. O. S. Gildersleeve of the City of Kingston; praying for the establishment of Collegiate Institutions in different parts of the Province, and for an apportionment [of the Surplus] of the Toronto University Endowment; Of the Municipal Council of the united Counties of York and Peel, praying that provision may be made for the education of the Deaf and Dumb, and Blind, in this Province.

March 28th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Committee of the Wesleyan Methodist Church, chosen to represent the Circuits which embrace the Counties of Lincoln, Welland, Haldimand, Wentworth, (North and South,) and Halton; praying for the amendment of the Toronto University

Act of 1853. Of the Corporation of the City of Kingston praying that measures may be adopted to provide for the education of the Deaf and Dumb and Blind in this Province. Two Petitions of the University of Queen's College; praying that measures may be taken to diffuse the benefits of University Education throughout the Province.

April 2nd, 1861. The Honourable James Ferrier presented to the House, a Bill intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton." The said Bill was read a First time.

Ordered, That the said Bill be read a Second time on Thursday next.

April 3rd, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Municipal Council of the County of Oxford; praying for aid towards the support of an Institution in Toronto, for the education for the Deaf and Dumb.

The Order of the Day being read for the Second reading of the Bill intituled: "An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act."

The Honourable G. W. Allan moved, seconded by the Honourable Peter Perry, that the said Bill be now read a Second time. After debate, The Question of concurrence being put thereon, the same was resolved in the affirmative. The said Bill was then read a Second time accordingly.

Ordered, That the said Bill be referred to a Select Committee composed of the Honourables G. W. Allan, Philip Vankoughnet, U. J. Tessier, Sir Allan N. McNab and Alexander Campbell, to meet and adjourn as they please.

April 4th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. Peter McLaren and others, of Lanark, Members of the Presbyterian Church of Canada, in connection with the Church of Scotland; and of the Convention of the Wesleyan Methodists, representing the Circuits which embrace the Counties of Huron, Bruce, Perth and part of Oxford; severally praying for the amendment of the Toronto University Act of 1853. Of the Municipal Council of the Township of West Gwillimbury; praying for the establishment of a Provincial Institution for the Education of the Deaf and Dumb and Blind. Of Mr. Platt Hinman and others, Members of the Baptist Church in Haldimand; praying that the Endowment of the Toronto University may be preserved intact. Of. Mr. Edward Jackson and others, of the City of Toronto; praying for the passing of an Act to Incorporate the Wesleyan Female College, of the City of Hamilton.

April 5th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Municipal Council of the Township of Tossorontio; praying for the establishment of a Provincial Institution for the instruction of the Deaf and Dumb, and Blind.

April 9th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Corporation of the College of Bytown; praying for a Grant equal in amount to that granted to other Colleges in Upper Canada. Of the Congregation of St. Paul's Church, Montreal; praying for such amendments to the Upper Canada University Act of 1853, as will tend to diffuse more widely the benefit of University Education. Of the Reverend William Aitkin and others of the Village of Smith's Falls; praying that the Toronto University Endowment may be preserved intact.

April 10th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Synod of the (Free) Presbyterian Church of Canada; praying against the passing of any measure to impair the efficacy of the Toronto University, or to divide the Endowment of the said University. Of the Synod of the Presbyterian Church of Canada, in connection with the Church of Scotland; of the Convention of Members of the Wesleyan Methodist Church, chosen to represent the Circuits which embrace the Counties of Wellington, Waterloo, and Halton; severally praying for the amendment of the Toronto University Act of 1853.

The Order of the Day being read for the Second reading of the Bill intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton."

The Honourable James Ferrier moved, seconded by the Honourable Malcolm Cameron, That the forty-ninth Rule of this House be dispensed with, in so far as it relates to this Bill, and that the same be read a Second time presently. The question of concurrence being put thereon, the same was resolved in the affirmative, and the said Bill was then read a Second time accordingly.

Ordered, That the said Bill be referred to a Select Committee, composed of the Honourable Messieurs James Ferrier, Malcolm Cameron, Sir Allan N. McNab, Samuel Mills, Harmanus Smith, and Alexander Campbell, to meet and adjourn as they please.

April 11th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Convention of Members of the Wesleyan Methodist Church, chosen to represent the Circuits, which embrace the County of Grey, and a portion of the County of Bruce; praying for the amendment of the University Act of 1853. Two Petitions of the Roman Catholic Bishop of Ottawa and others; praying for the amendment of the Charter of the College of Bytown, and that the name thereof be changed to that of "The College of Ottawa." Of Mr. T. S. Parker and others, of the County of Wellington; praying for a grant of money for the instruction of the Deaf and Dumb. Of the Trustees of the Colborne County Grammar School; praying for certain amendments to the law relating to Grammar Schools.

The Honourable James Ferrier, from the Select Committee to whom was referred the Bill intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton," reported that they had gone through the said Bill, and had directed him to report the same with several amendments, which he was ready to submit, whenever the House would be pleased to receive them.

Ordered, That the Report be now received, and the said amendments being then read by the Clerk, the Honourable James Ferrier moved, seconded by the Honourable Samuel Mills, that the said amendments be agreed to. After debate, the question of concurrence being put thereon, the same was resolved in the affirmative, and it was,—

Ordered, That the said Bill, with the amendments, be printed and read a Third time to-morrow.

The Honourable G. W. Allan, from the Select Committee to whom was referred the Bill intituled: "An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act," reported that they had gone through the said Bill and had directed him to report the same with several amendments which he was ready to submit whenever the House would be pleased to receive them.

Ordered, That the Report be now received, and the said amendments being then twice read by the Clerk, and the question of concurrence put on each, they were severally agreed to. On motion of the Honourable G. W. Allan, seconded by the Honourable Malcolm Cameron, it was,—

Ordered, That the said Bill, with the amendments, be printed and read a Third time to-morrow.

April 12th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend James C. Muir and others, of Georgetown; of the Reverend John Anderson and others, of Ormstown; and of the Congregation of the Presbyterian Church of Canada, in conection with the Church of Scotland, severally praying for the amendment of the Toronto University Act of 1853.

Pursuant to the Order of the Day, the Bill intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton," was read a Third time. The question was put whether this Bill shall pass? It was resolved in the affirmative.

Pursuant to the Order of the Day the Bill intituled: "An Act to amend the Sixteenth Sub-section of the Twenty-seventh Section of the Upper Canada Common School Act," was read a third time. The Question was put whether this Bill shall pass? It was resolved in the affirmative.

Ordered, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed these Bills, to which they desire their concurrence.

April 15th, 1861. Pursuant to the Order of the Day, the followig Petition was read:—Of the Corporation of the Toronto School of Medicine; praying for a Grant similar to that accorded to the said School last year.

April 17th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Convention of the Members of the Wesleyan Methodist Church, chosen to represent the Circuits, which embrace the Counties of Northumberland, Durham, Peterborough, and Ontario; and of the Conference of the Wesleyan Methodist Church of Canada; severally praying for the amendment of the Toronto University Act of 1853. Of the Trustees of the Thorold County Grammar School; praying for certain changes in the law relating to Grammar Schools. Of Mr. Rowsay Kilborn and others, of the Township of Clinton, in the County of Lincoln; praying that the Endowment of the Toronto University may be preserved intact. Two Petitions of the Municipal Council of the County of Brant; praying for the passing of an Act to amend the Common School Laws, so as to equalize the assessment of property for School purposes; and also praying that measures may be adopted for the education of the Deaf and Dumb of this Province.

April 18th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend W. C. Clarke and others, Trustees of Junior Grammar Schools; praying for the amendment of the Upper Canada Grammar School Act.

April 19th, 1861. Of the Convention of Members of the Wesleyan Methodist Church, chosen to represent the Circuits which embrace the following Counties and Cities, videlicet: The Counties of Brome, Chambly, Compton, Drummond, Arthabaska, Megantic, Huntingdon, Argenteuil, Missisquoi, Stanstead, Vaudreuil, Napierville, Richmond, Wolfe, St. Johns, Shefford, and Iberville, and the Cities of Montreal and Quebec; and of the Congregation of St. Andrew's Church, Niagara; severally praying for the amendment of the Toronto University Act, 1853. Of the Congregational College of British North America; praying against the division of the Endowment of the Toronto University among Sectarian Collegiate Institutions.

The Honourable the Speaker presented to the House the Annual Report of the Chancellor, Vice Chancellor and Senate of the University of Toronto.

On motion of the Honourable David Christie, seconded by the Honourable James Patton, it was,—

Ordered, That the Petition of the Congregational College of British North America, be referred to the Joint Committee of both Houses, on the subject of the Printing of the Legislature.

(NOTE. A copy of this Petition will be found on pages 178-180 of this Volume.)

April 24th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Congregation of St. Andrew's Church, Fergus; of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for the amendment, or repeal, of the Toronto University Act of 1853.

April 25th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Board of Management of Knox's College, Toronto; praying that the Endowment of the University of Toronto may be preserved intact. Of Mr. Thomas Logan and others, of the Township of Sherbrooke, in the County of Haldimand: praying that the Endowment of the Toronto University may be preserved intact.

April 26th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Convention of the Members of the Wesleyan Methodist Church, chosen to represent the Circuits which embraces the City of Kingston, and the Counties of Frontenac, Lennox, Addington, Prince Edward, and North and South Hastings, praying for the amendment of the Toronto University Act, 1853. Of the Trustees of the Junior Grammar School, Vankleekhill, County of Prescott; praying for certain amendments to the Acts relating to Grammar Schools.

April 29th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Trustees of Drummondville County Grammar School. Of Mr. Murdoch McLennan and others,—and of Mr. H. D. Jessup and others, Trustees of Junior Grammar Schools in Canada, severally praying for certain amendments to the laws relating to Grammar Schools.

April 30th, 1861. Pursuant to the Order of the Day, the following Petition was read: Of Mr. Thomas Bolster and others, Trustees of Junior Grammar Schools; praying for certain amendments to the law relating to Grammar Schools.

May 1st, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Presbytery of London, in connection with the Synod of the (Free) Presbyterian Church of Canada; and of Doctor Charles W. Coverton and others, of the Town of Simcoe; severally praying that the Endowment of the Toronto University may be preserved intact.

A Message was brought from the Legislative Assembly by their Clerk to return the Bill intituled: "An Act to Incorporate the Wesleyan Female College of Hamilton," and to acquaint this House that they have passed this Bill with several amendments, to which they desire the concurrence of the Legislative Council.

The said amendments were then read by the Clerk, as follows:

Page 1, line 5,—After "Moore" insert "and."

Page 1, line 6,—Leave out from "Gurney" to "of," where it occurs the first time; and leave out "Kingston" and insert "Hamilton."

Page 1, line 7,—After "Anglin" insert "and John Bredin."

Page 1, line 20,—After "College" insert "of."

Page 3, line 14,—After "College" insert "of."

The said amendments being read a Second time, and the question of concurrence being put on each, they were severally agreed to, and on motion of the Honourable James Ferrier, seconded by the Honourable James Morris, it was,—

Ordered, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council doth agree to the amendments made to the last mentioned Bill, without any amendment.

May 2nd, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Municipal Council of the County of Carleton; praying that means may be adopted to provide for the instruction of the Deaf and Dumb of this Province.

May 4th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Convention of Members of the Wesleyan Methodist Church, chosen to represent the Circuits which embrace the following Counties, videlicet: North and South Leeds, North and South Grenville, North and South Lanark, Dundas, and part of Carleton; praying for the amendment of the Toronto University Act of 1853.

May 6th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Congregation of Whitby, of the Presbyterian Church of Canada, in connection with the Church of Scotland, praying for the amendment, or repeal, of the Toronto University Act of 1853. Of the Toronto School of Medicine; praying for such amendments to their Act of Incorporation as will secure to the said School the privilege of examining its own Students and granting them, when qualified, Certificates of such qualifications as Practitioners of Medicine and Surgery receive.

May 8th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. James B. Dixon and others, of the Village of Colborne and vicinity; praying that the Endowment of the University of Toronto may be preserved intact.

May 10th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. Donald McRae and others, of the Township of Haldimand; and of the Reverend W. J. McMullen and others, of the Town of Woodstock; severally praying that the Endowment of the University of Toronto, may be preserved intact. Of the Scott and Uxbridge Congregation of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for the amendment, or repeal, of the Toronto University Act of 1853.

May 11th, 1861. A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled: "An Act to change the name of the College of Bytown, and to amend the Act incorporating the same," to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable R. N. Harwood, seconded by the Honourable Louis Panet, it was,—

Ordered, That the Bill be read a Second time on Monday next.

May 13th, 1861. Pursuant to the Order of the Day, the following Petitions were read:—Of the Congregation of St. Andrew's Church, Darlington, of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for the amendment, or repeal, of the Toronto University Act of 1853. Of Mr. Russell Henry Read and others, of the Village of Clinton and vicinity; praying that the Endowment of the Toronto University may be preserved intact. Of the Trustees of the Bradford Junior County Grammar School; praying for certain amendments to the law for the regulation of Grammar Schools. Of the Right Reverend the Bishop of the Diocese of Toronto, and the Members of the Synod of the said Diocese, in Diocesan Synod Assembled; praying for a certain change in the Upper Canada School Act, with regard to the distribution of the School Tax.

Pursuant to the Order of the Day, the Bill intituled: "An Act to change the name of the College of Bytown, and to amend the Act incorporating the same," was read a Second time.

Ordered, That the said Bill be referred to a Select Committee, composed by the Honourable Messieurs R. N. Harwood, Alexander Campbell, James Shaw, and Louis Panet, to meet and adjourn as they please.

May 13th, 1861. The Honourable R. N. Harwood, from the Select Committee to whom was referred the Bill intituled: "An Act to Change the Name of the College of Bytown, and to amend the Act incorporating the same," reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment. On motion of the Honourable R. N. Harwood, seconded by the Honourable J. B. Guévremont, it was,—

Ordered, That the said Bill be read a Third time to-morrow.

May 14th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Congregation of the North Easthope of the Presbyterian Church of Canada, in connection with the Church of Scotland; praying for the amendment, or repeal, of the Toronto University Act of 1853.

Pursuant to the Order of the Day the Bill intituled: "An Act to Change the Name of the College of Bytown, and to amend the Act incorporating the same," was read a Third time. The question was put whether this Bill shall pass? It was resolved in the affirmative.

May 15th, 1861. Pursuant to the Order of the Day, the following Petition was read:—Of the Trustees of the Richmond Hill County Grammar School, and of the Trustees of the Union County Grammar of Newcastle; praying for certain amendments to the law relating to Grammar Schools.

The Honourable Philip Vankoughnet presented to the House the Report of the Council of University College, Toronto, for the year 1860.

May 18th, 1861. His Excellency the Right Honourable Sir Edmund Walker Head, Governor General of British North America, being seated in the Chair on the Throne, the Speaker commanded the Gentleman Usher of the Black Rod, to let the Assembly know: "It is Excellency's pleasure that they attend him immediately in this House" On being assembled the Clerk of the Crown in Chancery read the Titles of the Bills to be passed severally, as follows:—

An Act to Incorporate the Wesleyan Female College of Hamilton.

An Act to Change the Name of the College of Bytown, and to amend the Act incorporating the same.

CHAPTER XVIII.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE IN 1861.

24TH VICTORIA, CHAPTER CVIII.

AN ACT TO CHANGE THE NAME OF THE COLLEGE OF BYTOWN, AND TO AMEND THE ACT INCORPORATING THE SAME.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL OF CANADA.

(Received the Royal Assent on the 18th of May, 1861).

Preamble. WHEREAS the Roman Catholic Bishop of Bytown, President of the College of Bytown, the Superior of the said College, the Curè of the Parish of Bytown, the Director of the said College, the Professor of Philosophy and Belles Lettres, and the Bursar of the said College, constituting a Body Corporate, under the name of "The College of Bytown," under the Act passed in the Twelfth Year of Her Majesty's Reign, intituled: "An Act to Incorporate the College of Bytown," have petitioned, that the Corporate name of the said Corporation may be changed, and that the Act Incorporating it may be amended, in manner hereinafter mentioned, and it is expedient to grant the prayer of the said Petition; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Name of the Corporation, incorporated by Act 12 Victoria, chapter 107 changed. 1. From and after the passing of this Act, the Corporation Incorporated by the Act of the Parliament of this Province, passed in the Session of Parliament held in the Twelfth Year of Her Majesty's Reign, intituled: An Act to Incorporate the College of Bytown, by the name of "The College of Bytown," shall be called and known by the name of "The College of Ottawa."

Members who shall compose the Corporation. 2. From and after the passing of this Act, the said "The College of Ottawa," shall be composed of the Superior of the said College, as President thereof, the Director of the said College, the Professor of Philosophy and Belles-Lettres, and the Bursar of the said College, together with such other necessary Officers as have been, or may hereafter be, appointed, under the provisions of the said Act, and their several and respective Successors.

The Bishop of Bytown or Ottawa and Curè of the Parish not to be members. 3. Neither the Roman Catholic Bishop of Bytown, nor the Curé of the Parish of Bytown, nor their respective Successors, shall hereafter be Members of the said Corporation; Provided, always that such change of name,

and such change in the Members composing the said Corporation, shall not be construed to make the said Corporation a new Corporation, or to impair, or alter, the effect of any Act relating to the said Corporation, or of any Instrument, or Proceeding to, or in which the said Corporation, by its former name, may be, or may have been, a party, or in any wise concerned, or interested, but the same shall have full force and effect, and shall apply to and be continued with respect to the said Corporation, by the name and style hereby assigned to it.

Proviso: as to effect of change of name.

Public Act.

4. This Act shall be deemed a Public Act.

24TH VICTORIA, CHAPTER CXII.

AN ACT TO INCORPORATE THE WESLEYAN FEMALE COLLEGE OF HAMILTON.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL OF CANADA.

(Received the Royal Assent on the 18th of May, 1861).

Preamble.

WHEREAS Edward Jackson, Calvin McQuesten, William Boice, John W. Roseburgh, M.D., George Roach, Frederick W. Watkins, Joseph Lister, Dennis Moore and Edward Gurney of the City of Hamilton, William Anglin and John Bredin, of the City of Kingston, Thomas Baxter, of Wellington Square, Simeon Morrill, of the City of London, in this Province, and John Lewis of Belleville, Esquires, and the Reverend Messieurs Joseph Stinson, D.D., Enoch Wood, D.D. Richard Jones, Samuel D. Rice, Samuel S. Nelles, A.M., George Douglass, and Samuel Rose, Ministers of the Wesleyan Methodist Church in Canada by their humble Petition in this behalf, have represented that a number of Citizens of the City of Hamilton, and other Residents of Canada, chiefly Members of the Wesleyan Methodist Church, have associated themselves together provisionally for the purpose of establishing and conducting a Seminary of learning of a Collegiate character for the education of the Female Youth, based upon Christian principles, under the name of the "Wesleyan Female College of Hamilton," according to a certain Agreement, or Prospectus, dated the Sixth day of July, One thousand eight hundred and sixty, by which the Capital Stock of the said Association is limited to the sum of Fifty thousand dollars, divided into Five hundred shares of One hundred dollars each, the whole of which have been subscribed for, and taken up, as evidenced by the said Agreement and the Stock List referring thereto; and

Whereas the establishment of such Institutions of Learning, in connexion with, and under the influence of Religious Denominations, is conductive to the diffusion of sound moral and Religious Principles, as well as intellectual acquirements, and it is desirable to encourage the same; and the said Petitioners having prayed for the incorporation of their said Association; Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Certain persons incorporated.

1. Edward Jackson, Calvin McQuesten, William Boice, John W. Roseburgh, M.D., George Roach, Frederick W. Watkins, Joseph Lister, Dennis Moore, Edward Gurney, John Bredin, William Anglin, Thomas Baxter, Simeon Morrill, and John Lewis, and the Reverend Messieurs Joseph Stinson, D.D., Enoch Wood, D.D., Richard Jones, Samuel D. Rice, Samuel S. Nelles, A.M., George Douglass, and Samuel Rose and such others as now are, or shall, under the authority of this Act, be associated with them,

and their several and respective Heirs, Executors, Curators, Administrators, Successors and Assigns, and all such Person, or Persons, as shall, at any time, be possessed of any Share, or Shares, in the said undertaking hereby authorized to be carried on, shall be and are hereby constituted and declared to be a Corporation, Body Corporate and Politic, by, and under the name and style of: "The Wesleyan Female College of Hamilton;" and by the said name they, and their Successors shall and may have continued succession, and shall be capable in law of contracting and being contracted with, and of suing and being sued, pleading and being impleaded, in all Courts, or places whatsoever in Law, or Equity; and They, or their Successors, shall and may have a Common Seal and may change, or alter, the same, and may also, from time to time, at any ordinary Meeting of the Directors, by a majority of votes, as hereinafter provided, ordain, established, and put in execution, such By-laws, ordinary Rules and Regulations, (the same not being contrary to this Act, or to the Laws in force in this Province;) as may appear to them necessary, or expedient, for the management of the said Corporation, its business and affairs, and may, from time to time, alter, or repeal the same, or any of them, and shall have power to accept, on behalf of the said Corporation, Gifts and Endowments for promoting objects of Education, Science and Literature, or otherwise, in aid of the general purposes of the said Corporation, on such terms as may be agreed upon with the Persons bestowing such Gift, or Endowment; and shall also be in law capable of acquiring by Purchase, Lease, Mortgage, or otherwise, and of absolutely, or conditionally, holding any Lands, Tenements, Real, or Immoveable, Estate, and the same Alienate, Let, Release, Mortgage, Transfer and Dispose of; Provided always, that nothing herein contained shall be considered as permission to hold any Real Estate beyond what may be necessary for the said Corporation to hold for its own immediate accommodation, in relation to the purposes for which the said Corporation is authorized, or such as shall have been *bona fide* Mortgaged to it in satisfaction of Debts previously contracted, or purchased at sales upon Judgments, which shall have been obtained for such Debts; and provided further, that the said Corporation shall be bound to sell, or dispose of any Real Estate so purchased, or conveyed, to them, (except such as may be necessary, as aforesaid, for the convenient carrying on of the undertaking,) within seven years after acquiring the same.

Corporate powers and name.

By-laws.

Proviso: as to holding Real Estate.

2. The Capital Stock of the said Corporation shall, until otherwise determined, as hereinafter provided, consists of the sum of Fifty thousand dollars, divided into Five hundred Shares of One hundred dollars each, which Shares shall be, and the same are hereby, vested in the said several Persons hereinbefore mentioned and other the present Shareholders in the said Corporation, their Successors and Assigns, according to the Shares and Interests which they may have subscribed, purchased, or acquired, and may now hold in the same; and such part of the said Capital Stock subscribed for, as may not have been paid in by the Shareholders, by whom the same is due, shall be paid by them by such instalments, and at such times and places, as the Directors of the said Corporation shall appoint, after notice of not less than two Calendar Months in that behalf, to be previously given in one, or more, of the public Newspapers published in the City of Hamilton, as well as by Circular Letters addressed and mailed to every Shareholder at his last known place of residence; and, in case any such Shareholder shall refuse to pay the same, the said Corporation are hereby empowered to sue for and recover the same, with interest at six per cent. per annum to, and from, the time appointed to pay the same;

Amount of Capital Stock and Shares.

Calls.

Recovery of calls if not paid.

and all Executors, Curators and Administrators, who shall pay up the Instalments due by the Estate, or Succession, which they may respectively represent, in obedience to any call made for that purpose in the manner aforesaid, shall be and they are hereby respectively indemnified.

Purposes for which the Corporation is created.

3. The said Corporation shall have power and legal authority to establish and maintain an Institution of Learning, to be called by the same name of "The Wesleyan Female College of Hamilton," for the education of the Female Youth, and direct and manage the same for the purposes of education in the various Branches of Literature and Science, upon Christian Principles, in such manner as they shall deem most conducive to that end, except in so far as their authority shall be limited by this Act.

First Board of Directors.

4. The affairs of the said Corporation shall be conducted by a Board of twenty-one Directors, consisting in the first place of Persons named in the first Section of this Act, and who shall serve as such Directors until the first Wednesday of May, One thousand eight hundred and sixty two, or until the election hereinafter provided takes place.

Annual General Meeting.

5. A general Meeting of the Stockholders of the said Corporation shall be holden in the City of Hamilton, at the Office of the Corporation, in the last Tuesday in the month of May, One thousand eight hundred and sixty-two, and thereafter in each year at such time as shall be fixed by the Directors, and such Meetings shall be called "Ordinary Meetings," and,

Retirement of Directors.

at such first Meeting, seven of the aforesaid lay Directors, whose names shall be determined alphabetically, shall vacate their seats but shall be eligible for re-election; and the Stockholders present at such Meeting, either in person, or by proxy, nine of whom shall form a quorum, shall proceed to elect by ballot seven Stockholders to serve as Directors for the ensuing two years; and, in like manner at each ensuing "Ordinary

Election of others.

Meeting," seven lay Directors shall be elected for the term of two years, those having served that term then vacating their office as soon as their Successors shall have been appointed; but, in all cases, the

Qualification.

retiring Directors shall be eligible for re-election, and each of such lay Directors shall be a Proprietor of at least ten Shares; and eleven of the said fourteen of the said lay Directors shall be Members of the Wesleyan Methodist Church in Canada.

Certain Directors to be Ministers.

6. Seven of the twenty-one Directors shall be Ministers of the Wesleyan Methodist Church in Canada, and Members of the Conference of that Church, and shall be appointed by the said Conference, and shall hold office for one year, or until their Successors shall have been appointed, but shall be eligible for re-election.

President and Vice-President.

7. The said Board of Directors shall annually, at their first Meeting, after such Annual General Meeting, elect by ballot, from amongst themselves, a President and Vice President of said Corporation; and until the first General Meeting, as aforesaid, Edward Jackson shall be President, and Calvin McQuesten, Vice President.

Powers of voting.

8. At all Meetings of the Proprietors each Director may cast one vote for every Share held by him, and every question shall be determined by the majority of votes present at such Meeting.

Ceriain decisions to require confirmation.

9. No determination, or Resolution of any Ordinary Meeting, on any matters, except such as are directed by this Act, shall be binding upon the Corporation, unless either the same be confirmed in a subsequent Meeting, of which Meeting and Resolution, or determination, reasonable

notice shall be given by the Secretary, or unless special notice of such extraordinary matter be given in the Advertisement convening such first mentioned Ordinary Meeting.

Extraordinary Meetings.

10. Every Meeting of Shareholders, other than an Ordinary Meeting, shall be called an "Extraordinary Meeting," and such Meetings may be convened by the Directors, at such times and such places as they may think fit; and an Extraordinary Meeting of the Proprietors at large shall be convened at any time by the Directors, when a requisition of any ten Proprietors, requiring them to do so, and such Requisition shall fully express the object of the Meeting and shall be left with the Secretary, and, if the Directors shall fail to call a Meeting within fourteen days thereafter, such Proprietors may call a Meeting by giving notice as hereinafter mentioned; Provided that no Extraordinary Meeting shall enter upon business not set forth in such Requisition and Notice.

Proviso.

Notice of Meetings.

11. Ten days' notice of all Meetings, Ordinary and Extraordinary, shall be given by mailing Circulars addressed to the Shareholders at their last known place of residence, which shall specify the place, day, and hour of such Meeting.

Quorum for Meetings.

12. In order to constitute a Meeting, Ordinary, or Extraordinary, there shall be present nine, or more, Proprietors.

Chairman of Meetings.

13. At every Meeting the President, or, in his absence, the Vice President, or in the absence of both, one of the Directors, who shall be elected by a majority of the Proprietors present, shall be Chairman, and such Chairman shall have not only a deliberate vote, but also a casting vote, in case of equality of votes in all matters before the Meeting.

Adjourned Meetings.

14. Every Meeting of the Stockholders may be adjourned from time to time, and no business shall be done at an adjourned Meeting, other than the business left unfinished at the last Meeting, from which such adjournment took place.

Manner of voting by proxy.

15. Every Person entitled to vote may, in writing, constitute any other Proprietor his, or her, proxy, to vote at such Meeting; and every such appointment shall be produced to the Secretary and entered in a Book; Provided always, that such authority shall bear date within twelve calendar months of the time of the Meeting at which it is produced.

Proviso.

Filling vacancies among Directors.

16. If any Director resign, or become incompetent, or ineligible to act, or cease to be a Proprietor, the remaining Directors may elect in his place any other Proprietor who shall continue in office until the first yearly Meeting after such vacancy, when the Proprietors shall elect a Director, who shall hold office for the same period as he who caused the vacancy.

Powers of Directors.

17. The Directors shall have the management of the affairs of the Corporation;—they shall organize and put into operation and carry on the Institution of Learning, for which the Corporation is authorized;—they may make and enforce Calls upon Shareholders;—they shall fix the Salaries of the Principal, Teachers and other Officers and Servants;—they shall take control of and may vary, repeal, and make all the Regulations relating to the Management, Government and Discipline of the said Institution, its Services, Studies, Lectures, Exercises, and Instruction; Provided, always, that no Religious Test shall be required of any Pupil, or Officers, except as hereinafter expressed;—they may make payments and enter into all Contracts for the execution of the purposes of the Corporation;—they may generally deal with, treat, sell, and dispose of, and

Proviso: against religious tests.

Further powers.

acquire the Lands, Property and Effects of the said Corporation for the time being, in such manner as they shall deem expedient and conducive to the benefit of the Corporation;—they may appoint and displace the Principal and all such Officers, Professors, Teachers, Agents, or Servants, as they shall deem requisite for the management and care of the Property and affairs of the Corporation;—they may make By-laws for the regulation of the Affairs of the Corporation; but all the powers, so to be exercised, shall be in accordance with, and subject to, the provisions of this Act, and the exercise of all such power shall be subject to the control and regulation of any General Meeting specially called for that purpose, but not so as to render invalid any act done by the Directors prior to any Resolution passed by such General Meeting; Provided, always, that the Governor, as the person having the moral and Religious control in the said Institution, shall be a Minister of the Wesleyan Methodist Church, nominated by the said Directors, but appointed by the Wesleyan Methodist Conference; but, if the said Conference shall not confirm such nomination at its first Session thereafter, then the said Directors shall be authorized to appoint any Person, being a Member of the said Church, to that office, until the next Session of the said Conference.

By-laws.

Powers to be exercised subject to this Act.

Proviso: Governor to be a Methodist Minister, etcetera.

Meetings of Directors.

18. The Directors shall hold Meetings at such times and place as they shall appoint for that purpose, and they may meet and adjourn as they think proper, and at any time three of the Directors may require the Secretary to call a Meeting of the Directors; and, in order to constitute such Meetings, there shall be present, at least, seven of the Directors, and all questions shall be determined by a majority of votes, and no Director, except the Chairman, shall have more than one vote, but the Chairman shall have a casting vote; the President, or Vice President, or, in their absence, a Director to be chosen, shall preside.

Quorum.

Casting vote Chairman.

Shares transferable.

19. The Shares of the said Capital Stock shall not be transferred until paid up, unless such transfer shall be sanctioned by the Directors, and duly registered by the Secretary in the Transfer Book, and no Person shall sell, or transfer, any Stock until he shall have paid all calls for the time being, due on any Share held by him.

Proviso.

Directors to make and enforce payment of calls.

20. The Directors may enforce payment of all Calls and interest thereon, by action in any competent Court; and, in such action, it shall not be necessary to set forth the special matter, but it shall be sufficient to declare that the Defendant is Holder of one Share, or more, (stating the number), and is indebted in the sum of money to which the calls in arrear amount, in respect of one, or more, stating the number of calls and the amount of each, whereby an action hath accrued to the Corporation under this Act; and a Certificate, under their seal, and purporting to be signed by an Officer of the Corporation to the effect that the Defendant is a Shareholder, and that so much is due by him and unpaid thereon, shall be received in all Courts of Law and Equity as *prima facie* evidence to that effect.

Evidence of calls.

Powers to increase stock.

21. The Directors, if they see fit at any time after the whole Capital shall be subscribed for, may make a By-law for increasing the Capital Stock to the amount of One hundred thousand dollars, but no such By-law shall have any force, or effect whatsoever, until after it shall have been sanctioned by a vote of not less than two-thirds in amount of all the Stockholders at a General Meeting of the Corporation, duly called for the purpose of considering such By-law, and such By-law shall declare the number and value of the Shares of such new Stock, and prescribe the

manner in which the same shall be allotted, and in default of so doing, the control of such allotment shall be held to vest in the Directors.

Certain proprietors may surrender their stock.

22. Any of the Proprietors, whose names appear upon the Stock List, hereinbefore mentioned, and who have subscribed for Stock upon the understanding in the said Prospectus expressed that certain Property therein mentioned should be procured for the purposes of the Corporation, shall be at liberty to surrender the said Stock, if the said Property be not procured, provided they do so within ninety days after they have been notified that the Directors have determined not to procure the same; and in case of such surrender, the Directors shall have the same power in respect to such surrendered Stock as they have in reference to new Stock; but if the said Proprietors shall not, after such notice, elect to so surrender their Stock, they shall be taken to be Proprietors, or Shareholders unconditionally.

Books to be kept.

23. The Secretary shall cause a Book, or Books, to be kept, wherein shall be recorded:—

1. A correct copy of the Prospectus, or Declaration, and original Stock List referring to the same, as also every By-law and supplementary declaration for increasing the Capital Stock;

2. The Names, alphabetically arranged, of all Persons who are, or have been, Proprietors.

3. The address and calling of every such Person while such Proprietor.

4. The number of Shares held by each Proprietor.

5. The amounts paid in, and unpaid, respectively by each Proprietor.

6. All Transfers, or surrender of Stock in their order, as presented to the Company for entry, with the date and other particulars of each Transfer;

7. The names, addresses and callings of all Persons, who are, or have been Directors, with the dates at which each became, or ceased, to be such Director.

Books to be open to inspection.

24. Such Books shall, during reasonable business hours of every day, except Sundays and Holidays, be kept open for the inspection of all Proprietors and Creditors of the said Corporation, or their Representatives at the Office, or Chief Place of business, of the said Corporation, and to make extracts therefrom.

Liability for contracts of agents.

25. Every Contract, Agreement, or Engagement made, on behalf of the Corporation by any of its Agents, Officers, or Servants, in general accordance with his powers, as such, under the By-laws, shall be binding upon the Corporation, and in no case shall it be necessary to have the Seal of the said Corporation affixed thereto, nor shall the Party so acting as Agent, Officer, or Servant, of the said Corporation, be thereby subjected individually to any liability to any third Party therefor. Provided, always, that the Corporation shall not be authorized to issue any Note payable to Bearer, or intended to be circulated as money, or as the Note of a Bank. Proviso.

Limitation of Liability of Shareholders.

26. Each of the said Proprietors, or Shareholders, until the whole of his Stock shall have been paid up, shall be individually liable to the Creditors of the Corporation to an amount equal to that not paid up therein, but shall not be liable to an Action by any Creditor before an Execution against the Corporation has been returned unsatisfied, in whole, or in part, and the amount due on such Execution shall be the amount recoverable, with costs, against the Proprietors.

Further limitation.

27. The Proprietors in the said Corporation shall not, as such, be held responsible for any act, default, or liability, whatsoever, of the said Corporation, or for any engagement, claim, payment, loss, injury, transaction, matter, or thing whatsoever, relating to, or connected with the Corporation, beyond the amount of their respective Shares in the Capital Stock thereto.

Public Act.

28. This Act shall be deemed and taken to be a Public Act.

CHAPTER XIX.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1861.

January 15th, 1861. Read a Memorial from Mr. R. Reynolds, Student of five Terms' standing in Trinity College, praying to be allowed to present himself for examination for the Degree of B.A. next May, and to exercise certain Options, on the ground that he had almost completed his sixth Term in Trinity College, and that he had been a Student for one Term in the Theological Seminary of Ohio.

Read a Memorial from Mr. John Grandy, Student of the first year in Victoria College, praying to be admitted *ad eundem statum.*

Professor Cherriman presented the Report of the Committee on the Magnetical Observatory, accompanied by the Director's Report and Accounts.

Moved by the Vice Chancellor, seconded by Mr. John Langton,—That Mr. R. Reynolds be admitted to the University at a Student of the third year's standing. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That Mr. John Grandy be admitted to the standing of the first year in this University, but that he cannot be permitted to omit the subjects mentioned in his application. (Carried).

Moved by the Vice Chancellor, seconded by Mr. John Langton,—That the Statutes of the University do not permit the exercise of the Options prayed for by Mr. Gordon, (last year) and that, therefore, his application be refused. (Carried).

Moved by Mr. John Langton, seconded by Professor Cherriman,—That the Statute amending the Statute on Examiners be read a second time and passed. (Carried).

Moved by Mr. John Langton, seconded by Doctor L. W. Smith,—That the Die now in use for Gold and Silver Medals shall be no longer used, and a new Die shall be obtained, requiring a smaller amount of Metal, so that a Gold Medal shall not exceed in value $25. The new Medal shall be of such construction that it may be worn at the breast with a Ribbon.

A Committee shall be appointed to consist of the Chancellor, Vice Chancellor, Doctor McCaul, Doctor Wilson, Doctor L. W. Smith to decide upon the device, or devices, of the new Medals.

Any Graduate having formerly obtained a Medal, either Gold, or Silver, may receive a Medal of the new pattern either by paying for the value of it, or, by surrendering his old Medal and receiving the difference of value at his option. (Carried).

Moved by Mr. John Langton, seconded by Doctor McCaul,—That the Registrar be instructed to communicate the motion respecting Mr. Alexander Brown, now before the Senate, to the Directors of the Museum, and to request them to inform the Senate before to-morrow evening, whether they see any objection to the proposed appointment. (Carried).

Moved by Mr. John Langton, seconded by Doctor L. W. Smith,—That it is expedient at the present time to employ a Messenger as a separate Officer of the University, and that the services of the present Messenger may be dispensed with. (Carried).

That the Chancellor be authorized to make an arranagement with the President of University College for the performance of the duties of the University Messenger by one of the Servants of the College. That the allowance of Fifty Dollars be made to University College for the services thus rendered, in addition to the allowance now made for the use of this Servant.

That the Bursar be authorized to pay to Mr. William Newton the sum of One hundred Dollars, as a gratuity upon the termination of his service with the University.

Moved by Mr. John Langton, seconded by Doctor McCaul,—That the Statute on the Prince's Prize be read a second time and passed. (Carried).

Moved by Mr. John Langton, seconded by Doctor McCaul,—That the Chancellor, Vice Chancellor, Doctor McCaul, Doctor Wilson and the Mover be a Committee to determine upon the pattern and device of the Prince's Prize. (Carried).

January 16th, 1861. Read a reply from Professor Hincks, Chairman of the Museum Committee, relative to the proposed appointment of Mr. Alexander Brown as an Assistant.

Moved by Doctor Wilson, seconded by the Reverend Doctor Willis,—That the third clause of the proposed Statute on Scholarships be amended as follows:—The number of Scholarships in the Faculty of Medicine shall be six, videlicet, two for Matriculation, two for the first year, one for the second year, and one for the third year. Upon a division this amendment was lost.

Moved by Mr. John Langton, seconded by Doctor L. W. Smith,—That the Statute amending the Statute on Scholarships be read a second time and passed. (Carried).

Moved by Mr. John Langton, seconded by Doctor L. W. Smith, Doctor McCaul dissenting,—That Mr. Alexander Brown, now Assistant in the Library, be appointed at a Salary of One hundred and sixty dollars a year, to do duty as Assistant both in the Library and Museum. (Carried).

Moved by Mr. John Langton, seconded by Doctor L. W. Smith,—That the Registrar be instructed to inform Mr. Janes Cody that it is not the intention of the Senate to fill up the appointment referred to in his Memorial. (Carried).

Moved by Mr. John Langton, seconded by the Reverend Doctor Ryerson, That the Registrar be instructed to inform the Students in Oriental Languages, who memorialized the Senate for the conversion of the Prize at the end of the Fourth year into a Medal, that it is not at present the intention of the Senate to make any change in the Statute by which that Prize is established. (Carried).

Moved by Doctor L. W. Smith, seconded by Doctor Daniel Wilson,—That the sum of Thirty Dollars be paid to Mr. David Alderdice, the Porter of Upper Canada College, for his services in attending on the Meetings of the Senate and Senate Committees held in Upper Canada College during the past year. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That the Examiners of the University Examinations for the present year be appointed. (Carried).

February 7th, 1861. Replies from Gentlemen declining to accept the appointment as Examiners were received.

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That other Gentlemen be appointed Examiners for the present year, in place of those, who have not accepted their appointment. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That the Registrar be instructed to inform Mr. Bearman that the Senate cannot entertain his application to be allowed to present himself at the first year's Examination in the Law Course. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That Mr. Kilpatrick be informed that the Senate cannot grant him permission to take the Second year's Examination in the Faculty of Law. (Carried).

February 14th, 1861. Read Letters from Gentlemen declining Examinerships for 1861.

Moved by the Vice Chancellor, seconded by Reverend S. S. Nelles, That other Gentlemen be requested to act as Examiners for the present year. (Carried).

February 28th, 1861. Read a Communication from the Honourable the Provincial Secretary, informing the Senate, that the Statute on Prayer, and the Memorial respecting the Bursar's Office were under the consideration of the Government.

Read a Letter from Mr. D. G. Sutherland, Student of the second year's standing in the Faculty of Law, drawing the attention of the Senate to the difficulty of procuring Phillimore's Maxims and Principles of Law.

Moved by the Vice Chancellor, seconded by the Reverend Doctor Willis,—That a Committee to superintend the University Buildings, with power to authorize an expenditure for necessary repairs, such Committee to consist of the Vice Chancellor, and Professors Wilson and Croft. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That Doctor Ogden be appointed Examiner in the Department of Medicine and Pharmacology. (Carried).

March 8th, 1861. Read a Communication from Messieurs Cameron and Harman, Solicitors of Messieurs Cumberland and Storm, Architects, respecting the claims of these Gentlemen to additional compensation.

March 13th, 1861. The Communication from Messieurs Cameron and Harman having been considered, it was moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson.—That the Letter of Messieurs Cameron and Harman, on behalf of Messieurs Cumberland and Storm, Architects, be referred to a Committee, with instructions to inquire into the position of the claim now made, and to present a full report to the Senate upon all the facts of the case; and that such Committee do consist of the Vice Chancellor, the Reverend Doctor McCaul, Doctor Wilson, Mr. Adam Crooks, and Doctor D. McMichael. (Carried).

The Vice Chancellor presented the Annual Report of the Senate.

Moved by the Reverend Doctor Lillie, seconded by the Reverend Doctor Willis,—That the Report now read be adopted. (Carried).

April 15th, 1861. Moved by Doctor Wilson, seconded by the Reverend Doctor Lillie,—That the Reverend Doctor Willis do take the Chair. (Carried).

Moved by Professor Croft, seconded by the Reverend Doctor Lillie,—That Professor Hunt be requested to act as Examiner in Mineralogy and Geology, in place of Mr. Billings resigned. (Carried).

Moved by Professor Croft, seconded by Doctor McMichael,—That the following Answer be returned to the Letter of the Provincial Secretary, enclosing the Memorial of the Directors of the Toronto Boys' Home, applying for a portion of the Park for a Site for the Boys' Home. (Carried).

That by the Act, 16th Victoria, Chapter 161, full power was given to the Executive to appropriate, for the purposes of proposed new Parliament Buildings for Upper Canada, the University Park, on such a portion of it as might seem most suitable for that purpose. The Executive accordingly, in 1853, appropriated the Grounds, including the original Site set apart for King's College Buildings, with the portion of those Buildings already erected thereon; and not only has it ever since been in the possession of the University, or, as they believe, under the care of the Bursar, but application has been unsuccessfully made, more than once, for permission to carry the approaches to the new University Buildings through that portion of the Park

appropriated by the Government for Provincial purposes. The old King's College Building referred to is now occupied as a branch of the Provincial Lunatic Asylum, having been appropriated for that purpose without and consultation with the Senate. The Senate, having been compelled, by the appropriation of the original Site and Building for Provincial purposes, to erect new Buildings on another Site and having, therefore, no longer any need of them for University accommodation, they leave it to the Government Authorities to apply the Buildings to any purpose which may not be objected to by the City Authorities, as inconsistent with the terms of the Lease already entered into between them and the Bursar, under the authority of an Act of the Provincial Parliament, as unsuitable to the Grounds, and, although, it may be desirable that encouragement should be given to such an Institution, as the one named, they have grave doubts as to the propriety of selecting as its locality a Park set apart for the comfort and recreation of the Citizens of Toronto.

April 22nd, 1861. The Report of the Examiners on Medicine was presented, in which Mr. A. Hudson was recommended for the Gold Medal, and Mr. J. Elliott for a Silver Medal. Several Students were recommended for Scholarships.

Moved by Professor Croft, seconded by Doctor Michael Barrett,—That the Report of the Examiners in Medicine be adopted. (Carried).

May 16th, 1861. The Chancellor and Vice Chancellor, being both absent, it was moved by the Reverend Doctor Willis, seconded by Doctor Barrett,—That the Reverend Doctor McCaul do take the Chair. (Carried).

Read a Communication from the Provincial Secretary, referring to the consideration by the Senate of a Memorial from the Toronto School of Medicine, praying to be allowed the use of the old King's College Building, at present occupied as a Branch Lunatic Asylum, for the purpose of a General Hospital.

Read a Memorial from Mr. A. Hudson, praying that a special Convocation might be held for conferring on him the Degree of M.B.

Mover by the Reverend Doctor Willis, seconded by Doctor Michael Barrett,—That the prayer of the Memorial from Mr. A. Hudson be granted, and that the Chancellor be requested to call a special Meeting of the Senate for the purpose of conferring the Degree, on some day not later than the 28th instant. (Carried).

Moved by Doctor L. W. Smith, seconded by the Reverend Doctor Lillie,—That the following Gentlemen be a Committee to consider the applications made for the old King's College Building, at present used as a Lunatic Asylum in the University Park, and to report thereon to the Senate, videlicet.—The President of University College, Doctor Croft, Doctor McMichael, the Reverend Doctor Willis, Doctor Wilson and the Mover, and that any action suggested shall be deferred until the receipt of that Report. (Carried).

The Reverend Doctor Willis gave notice that he would move at the next Meeting, that, in the event of the Statute on Prayer not being returned by the Government, the Senate provide meantime, *propiro motu,* for the object of the Statute, so far as it may be competent to the Senate to do so. (Carried).

June 3rd, 1861. Read a Memorial from Mr. Richard Snelling, Student of the Second Year in the Faculty of Law, stating that he had been prevented by illness from presenting himself for examination, and praying that he might be examined forthwith.

Read a Letter from the Chancellor, respecting the special Convocation granted to Mr. Hudson.

Read a Letter from the Provincial Secretary, returning, with the approval of His Excellency, the Statutes amending the Statutes on Examiners and Scholarships, and the Statute on the Prince's Prize.

Read an application for admission *ad eundem gradum* from Mr. John Machar, M.A., University of Edinburgh, and Mr. G. Woodruff, B.A., T.C., Dublin.

It was moved by the Vice Chancellor, seconded by the Reverend Doctor Willis, That the Registrar be instructed to inform Mr. Snelling that he may be permitted, at the next annual Examination, to take the subjects of the Second and Third Years in the Faculty of Law, but that he shall not be allowed to compete for Honours in the Second Year's subjects, and upon the express condition of producing a Certificate of his absence having been unavoidable, and occasioned by sickness. It was moved, in amendment, by Doctor L. W. Smith, seconded by Doctor D. McMichael,—That the prayer of Mr. Snelling's Petition be granted, and that he be examined forthwith upon the pass subjects of the Second Year. The amendment was lost upon a division.

It was moved in amendment by Professor Cherriman, seconded by Mr. John Boyd, That the Petition of Mr. Snelling cannot be granted. The amendment was lost upon a division.

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That Mr. John Machar, M.A., University of Edinburgh, be admitted *ad eundum gradum*, upon producing satisfactory proof that he obtained such Degree in the regular course. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That Mr. Woodruff, B.A., T.C., Dublin, be admitted *ad eundem gradum*, upon his producing satisfactory proof that he obtained such Degree in the regular course. (Carried).

The Vice Chancellor mentioned to the Senate the case of Mr. Turnbull, Candidate for the Degree of B.A., who had been recommended by three of the Examiners for the Gold Medal in Modern Languages, but when the French Master had declined to recommend him, on the ground that he had not obtained a First Class standing in French, it was,—

Resolved, That the Gold Medal in Modern Languages be awarded to Mr. Turnbull.

The Vice Chancellor read a Letter from Mr. Kingston, the Examiner in Meteorology, stating that he was not satisfied with the Examination of Messieurs Gillespie, Hatton and McGee in that subject.

Resolved, That, in consequence of the Report of Mr. Kingston, the Degree of B.A. be not conferred upon Messieurs Hatton, Gillespie and McGee, at the approaching Convocation.

Moved by the Vice Chancellor, seconded by Professor Croft,—That the Committee on Upper Canada College for the ensuing year shall consist of the present Members. (Carried).

Doctor McCaul gave notice that he would, at the next Meeting, introduce a Resolution respecting the opening up of a Road through the University Park to Yonge Street.

Moved by the Reverend Doctor Willis, seconded by the Reverend Doctor Ryerson, —That, in the event of the Statute on Prayer not being returned before the approaching Convocation, with the approval of His Excellency, the Senate shall employ a form of prayer similar to that now in daily use at University College, and that the Vice Chancellor, the Reverends Doctor McCaul, Doctor Lillie, Doctor Nelles, with Professor Wilson, Doctor L. W. Smith and the Mover and Seconder, be a Committee to determine upon a suitable form of Prayer. (Carried).

June 6th, 1861. The Chairman of the Committee on Prayer submitted the form of Prayer which was adopted.

The Vice Chancellor informed the Senate that he had received a Letter from the Examiners in Meteorology, stating that, upon a re-examination of the papers of Messieurs Hatton, Gillespie and McGee, he had found that the Standard originally required by him was considered too high, and that the Answers of these Gentlemen entitled them to pass.

Resolved, That the Resolution passed at the last Meeting, concerning Messieurs Hatton, Gillespie and McGee be rescinded, and that they be admitted to the Degree of B.A., at the present Convocation.

The Vice Chancellor also informed the Senate that the Examiners in Law had discovered that Mr. Robert Smith's marks entitled him to be ranked in the first class of Honours, and that they desired to amend their Report in that respect.

Resolved, That the Report of the Examiners in Law be amended by placing Mr. Robert Smith, Candidate for LL.B., in the First Class of Honours.

The Vice Chancellor, intimated his opinion that it would be inexpedient, if not illegal, to take any action in respect to Prayer at Public Meetings of the University, while a Statute on that subject was under consideration of the Executive.

June 12th, 1861. Read a Letter from the Provincial Secretary, enclosing a Memorial from the Reverend Walter Stennett to His Excellency, and requesting the Senate to consider what compensation, (if any,) should be granted to Mr. Stennett, on his retirement from the Principalship of Upper Canada College.

Read a Memorial from Mr. T. B. McMahon, Candidate for LL.B., who was rejected by the Examiners, praying that he may be re-examined for his Degree, on the ground that he was prevented by illness from answering as well as he otherwise could have done.

Moved by Mr. John Helliwell, seconded by Mr. Adam Crooks,—That it appearing by the Petition of Mr. Thomas B. McMahon, and the Medical Certificate thereto annexed, that he was suffering from illness during the regular examination in the subjects for the Degree of LL.B., it is resolved, with the consent of the Examiners thereto expressed, that Mr. McMahon shall be at liberty to present himself for another Examination in the subjects for that Degree, and that if it be reported to the Senate as satisfactory to the Examiners, the Degree of LL.B., be then conferred upon him. (Carried).

June 19th, 1861. Read a Memorial from Mr. W. Oldright, Student of the Second Year in Arts, with a note from Mr. G. R. R. Cockburn enclosed, stating that he was suffering from illness during the recent Examinations, and praying to be allowed his Options, although he was only in the Second Class in History.

Read a Memorial from Mr. W. G. Crawford, Student of the Third Year in the Faculty of Arts, stating that he had obtained a First Class in Classics, and a Third Class in Ethnology, and praying to be allowed his Options, notwithstanding his failure in the latter subject.

Read a Letter from the Reverend Doctor Scadding, expressing his desire to be relieved from his office of First Classical Master in Upper Canada College, if an honorary allowance was made to him upon retirement.

The Vice Chancellor presented the Report of the Committee appointed to investigate the claim of Messieurs Cumberland and Storm, Architects.

Moved by the Vice Chancellor, seconded by Mr. John Langton,—That the Registrar be instructed to inform Messieurs Cameron and Harman, that, after a full investigation, the Senate have decided that the prayer of Messieurs Cumberland and Storm's Memorial cannot be entertained. (Carried).

Pursuant to notice, the Vice Chancellor introduced a Statute respecting compensation to the Reverend Walter Stennett.

Moved by the Vice Chancellor, seconded by Mr. Adam Crooks,—That the Statute respecting compensation to Mr. Stennett be read a first time. (Carried).

Pursuant to notice, the Vice Chancellor introduced a Statute amending the Statute on Medals.

Moved by the Vice Chancellor, seconded by Doctor McCaul,—That the Statute amending the Statute on Medals be read a first time. (Carried).

June 20, 1861. Moved by Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That the Registrar be authorized to inform Mr. W. G. Crawford that the Senate are unwilling to make his case an exception to the Statute in force relative to Scholarships and the exercise of Options (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That the Registrar be instructed to inform Mr. W. Oldright that the Senate cannot entertain his application to be allowed the privileges of Options. (Carried).

Moved by the Vice Chancellor seconded by Mr. T. A. McLean,—That the Statute respecting compensation to Mr. Stennett be read a second time and passed. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul,—That the Statute amending the Statute on Medals be read a second time and passed. (Carried).

Pursuant to notice, the Vice Chancellor introduced a Statute to amend the Statute on Fees and Salaries in Upper Canada College.

Moved by the Vice Chancellor, seconded by Mr. John Langton,—That the Statute to amend the Statute on Fees and Salaries in Upper Canada College be read a first time. (Carried).

June 27th, 1861. Read a Letter from the Provincial Secretary, informing the Senate of the appointment of Mr. G. R. R. Cockburn, M.A., to the office of Principal of Upper Canada College.

Mr. Cockburn presented his Commission and took his seat as a Member of the Senate.

Moved by Professor Cherriman, seconded by Mr. John Langton,—That the Vice Chancellor be requested to put himself in communication with the Chairman of the Committee of the City Council on Walks and Gardens, with the object of pressing upon the Council the propriety of passing a By-law for the protection of the Trees and Birds in the University Park.

The Vice Chancellor presented a Report of the Committee on Upper Canada College, recommending the presentation of a Memorial to His Excellency, praying for the appropriation of £600 for the purpose of making some necessary improvements in the College Buildings. The Vice Chancellor presented a copy of the Draft Memorial.

Moved by the Vice Chancellor, seconded by Mr. John Langton,—That a Committee be appointed to enquire whether it be expedient to have one, or more, Sessions of the Senate to be held during consecutive days, with a view especially to the convenience of Members of the Senate resident at a distance from Toronto, and that the following shall be Members of the Committtee, videlicet. The Chancellor, Vice Chancellor, Mr. John Langton, the Reverend Doctor Ryerson, the Reverend Doctor Lillie, Professor Cherriman, Doctor D. McMichael, and the Mover. (Carried).

October 4th, 1861. Read a Letter from the Provincial Secretary, returning the Statute amending the Statute on Exhibitions in Upper Canada College, the Statute on Boarding House Fees in Upper Canada College, the Statute postponing the operation of part of Statute 46, the Statute to amend the Statute relating to Medals, the Statute to amend the Statute on Fees and Salaries in Upper Canada College, and another Statute respecting compensation to the Reverend Walter Stennett.

Read a Letter from the Provincial Secretary, enclosing the Instrument of affiliation to the University of the Belleville Seminary.

Read a Letter from the Provincial Secretary, enclosing an application of the Canadian Literary Institute to be affiliated with the University.

Read a Letter from the Provincial Secretary, enclosing a Memorial from the Council of the University College, in regard to Mrs. Orris and Mr. Peter Millar.

Read a Letter from the Provincial Secretary, enclosing a remonstrance addressed by the Honourable Doctor John Rolph to the Honourable the Attorney General, concerning the Prospectus issued by the Toronto School of Medicine.

Moved by the Vice Chancellor, seconded by Doctor McCaul,—That the Letter of the Provincial Secretary, with the accompanying Memorial of the Honourable Doctor Rolph, be referred to a Select Committee, consisting of the Vice Chancellor, the Reverends Doctor McCaul, and Doctor Willis; Doctor Wilson, and Doctor D. McMichael, with instructions to report on the subject to the Senate at its next Meeting. (Carried).

Read an application of Mr. L. Palmer, Student of the Second Year in Victoria College, to be admitted *ad eundem statum.*

Moved by the Vice Chancellor, seconded by the Reverend Doctor Willis,—That Mr. L. Palmer, a Student of the second year in Victoria College, having produced the necessary Certificate, be admitted *ad eundem statum* in this University. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul,—That the Letter of the Chancellor, relating to the action brought by Messieurs Cumberland and Storm against the University be referred to a Special Committee, consisting of the Vice Chancellor, Doctor McCaul, Doctor Wilson, Doctor D. McMichael, Doctor L. W. Smith and Mr. Adam Crooks, with instruction to report to the Senate at the next Meeting, and to suggest such course as, under the circumstances, may seem most advisable. (Carried).

October 11th, 1861. The Chancellor and the Vice Chancellor being both absent it was moved by Doctor Wilson, seconded by the Reverend Doctor Lillie,—That the Reverend Doctor McCaul do take the Chair. (Carried).

The Vice Chancellor's Report on the Medical Examinations was submitted.

The Report of the Committee appointed to investigate the claim of Messieurs Cumberland and Storm was also read.

The Chairman stated that Mr. Gillbert, who had matriculated in the Faculty of Law, was desirous of being allowed to present himself for the first year's examination in the Faculty of Arts next May.

Moved by the Reverend Doctor McCaul, seconded by the Reverend Doctor Ryerson,—That the application of Mr. T. H. Gillbert to be permitted to change from the Faculty of Law to the Faculty of Arts be assented to, inasmuch as the subjects of the Matriculation in Law are higher than those in Arts. (Carried).

Moved by Doctor Michael Barrett, seconded to by Professor Wilson,—That the Report of the Vice Chancellor on the result of the Examinations be adopted. (Carried).

Moved by Mr. John E. Thompson, seconded by Doctor Michael Barrett,—That the Report of the Committee on the subject of Messieurs Cumberland and Storm's claim be adopted. (Carried).

December 5th, 1861. The Registrar stated that he had received a Letter from the Vice Chancellor, stating that he had been unavoidably detained in Barrie on important business, and that he would prefer that no business should be taken up except what was absolutely necessary.

December 12th, 1861. Read a Letter from the Provincial Secretary, informing the Senate that His Excellency had been pleased to assent to the prayer of the Memorial, respecting the delivery to the Bursar of that section of the Park not occupied by the old King's College Building now used as a Lunatic Asylum.

Read a Memorial from Mr. Alexander Brown, Assistant in the Library and Museum, praying for an increase of Salary.

Moved by the Vice Chancellor, seconded by Doctor McCaul,—That the communication of the Provincial Secretary, relating to the "Canadian Literary Institute" be referred to a Select Committee, consisting of the Vice Chancellor, the Reverends Doctor Willis, Doctor Nelles and Doctor Lillie, with instructions to report thereon at the next Meeting of the Senate. (Carried).

Mr. Adam Crooks presented a Memorial from the Reverend Walter Stennett, late Principal of Upper Canada College, representing that he had not yet received payment of the retiring allowance granted to him and entreating the assistance of the Senate.

The Vice Chancellor presented the Report of the Examiners in Law, from which it appeared that Mr. T. B. McMahon had passed his Examination for the Degree of LL.B. in a satisfactory manner.

Moved by the Vice Chancellor, seconded by the Reverend Doctor Nelles,—That the Report of the Examiners in the Faculty of Law, in regard to Mr. T. B. McMahon, be approved of and adopted. (Carried).

Doctor Wilson gave notice of a Motion, relative to the retiring allowance of the Masters of Upper Canada College.

December 19th, 1861. Moved by the Vice Chancellor, seconded by Professor Croft,—That the Salary of Mr. Alexander Brown, as Assistant in the Library and Museum be increased from $160 to $200 per annum, and that such increase do take effect after the 1st January next. (Carried).

The Reverend Doctor Ryerson introduced the Draft of a Statute providing for the compensation of Members of the Senate residing at a distance.

Moved by the Reverend Doctor Ryerson, seconded by the Reverend Doctor Willis,—That the Statute "on compensation, by way of travelling expenses to non-resident Members of the Senate," be read a first time.

The motion was lost upon a division:—Yeas, the Reverends Doctors Willis, Ryerson and Nelles, Mr. G. R. R. Cockburn, and Mr. John Helliwell. Nays, Professor Croft, Doctor Michael Barrett, Professor Cherriman, Doctor L. W. Smith, Adam Crooks and Professsor Wilson.

Moved by Mr. Adam Crooks, seconded by Doctor L. W. Smith,—That the Statute of the Senate, by which a retiring allowance of £1,200 was voted to the Reverend Walter Stennett, the former Principal of Upper Canada College, be respectfully brought under the attention of His Excellency the Governor in Council, and that His Excellency may be pleased to direct payment of the same by the Bursar. (Carried).

The Registrar was instructed in transmit, with the Resolution, a copy of the Memorial of the Reverend Mr. Stennett, read at the last Meeting.

Moved by Professor Wilson, seconded by Doctor L. W. Smith,—That a Committee be appointed to prepare and transmit to His Excellency, the Visitor, a Memorial, praying him to provide for the payment of the retiring allowance to former Masters from some other source than the reduced Revenue of Upper Canada College, as owing to the withdrawal of the Annual Parliamentary Grant of £1,000 sterling, the Income is no longer sufficient to meet the current expenses of the College, notwithstanding the reduction both in the number of Teachers and the amounts of their Salaries, and that the following be the Committee, The Vice Chancellor, the Principal of Upper Canada College, Professor Wilson, and Doctor L. W. Smith. (Carried).

Yeas: Professor Croft, Doctor Michael Barrett, Professor Cherriman, Doctor L. W. Smith, Mr. G. R. R. Cockburn, Professor Wilson and Mr. Adam Crooks. Nays; The Reverends Doctor Ryerson and Doctor Nelles.

Mr. Adam Crooks introduced a Statute for conferring the Degree of LL.B. on Mr. McMahon.

Moved by Mr. Adam Crooks, seconded by Doctor L. W. Smith,—That the Statute just introduced be read a first time. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That the Library Committee for the ensuing year shall consist of the Chancellor, the Vice Chancellor, the President of University College, Professors Wilson and Cherriman, the Reverend Doctor Willis and Doctor Michael Barrett. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That the Committee for the superintendence of University Grounds for the ensuing year shall consist of the Chancellor, the Vice Chancellor, the President of University College, Professor Croft and Mr. Adam Crooks. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Nelles,—That the Committee for the management of the Observatory for the ensuing year shall consist of, the Chancellor, the Vice Chancellor, the Chief Superintendent of Education, Professor Cherriman and the Reverend Doctor Lillie. (Carried).

December 26th, 1861. Read a Letter from the Chancellor, enclosing certain questions which had been proposed to him by the Commission now sitting on University matters.

Moved by the Reverend Doctor Ryerson, seconded by the Reverend Doctor Willis,—That the Statute relating to compensation by way of travelling expenses to non-resident Members of the Senate, who are heads of Colleges, be read a first time. It was moved in amendment by Doctor L. W. Smith, seconded by Doctor Michael Barrett,—That the Statute just read proposing to pay Heads of Colleges for their attendance at such Meetings be read this day three months. The amendment having been lost on a division, the original resolution was put and carried.

Moved by Mr. Adam Crooks, seconded by Doctor L. W. Smith,—That the Statute for conferring the Degree of LL.B. on Mr. T. B. McMahon be read a second time and passed. (Carried).

Moved by Mr. Adam Crooks, seconded by Professor Croft,—That a Committee consisting of Professors Wilson and Cherriman, Doctor L. W. Smith, Doctor Michael Barrett and the Mover, be appointed to Draft an Answer to the different questions submitted by the Commission appointed by His Excellency, the Visitor, to the Chancellor. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor Ryerson,—That Examiners for the year 1862 be appointed. (Carried).

Moved by Doctor L. W. Smith, seconded by Mr. Adam Crooks,—That the sum of Thirty dollars be paid to Mr. David Alderdice for his services in attending Meetings of the Senate and Senate Committees for the year 1861. (Carried).

CHAPTER XX.

PROCEEDINGS OF THE CHURCHES IN REGARD TO UNIVERSITY MATTERS, 1861.

I. THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY.

PROCEEDINGS OF THE VICTORIA COLLEGE BOARD OF TRUSTEES, 1861.

May 21st, 1861. Some conversation having taken place in relation to the property used by the Faculty of Medicine at Toronto, it was,—

Resolved that the Committee to which that matter was referred be requested to report at the next meeting of the Board.

It was resolved that, when the amount of £500 shall have been secured for the purchase of an additional building to be devoted to College purposes, then the Building contiguous to the College, erected for a Baptist Chapel may be purchased by this Board.

The Account of the Boarding House having been presented, it was referred to the Bursar, with instructions to audit and report on the account.

The Bursar of the College presented his Report for the past year, when it was resolved that the Report be adopted. It was further resolved that the thanks of the Board be tendered to the Bursar for the very satisfactory manner in which he has discharged the duties of his office during the past year.

It was resolved that the Reverend Messieurs Rice, Poole, and Scott be a Committee to propose a Schedule, or Record, of all the Scholarships of the College, including the whole number sold, the number returned and cancelled, the number paid for, the Amount invested, the total Receipts from the beginning, the Receipts for the past year, the number of Notes of hand, the bad, or doubtful, Scholarship Notes, and the names and number of those transferred, and to whom transferred.

The Finance Committee presented an elaborate Report, which, after considerable discussion, was finally adopted.

The state of the Boarding Hall was brought under review, and a Letter was read from a Mr. Barber, proposing to lease the Hall at a rent of Six hundred dollars a year, or for one half of the profits. Some conversation having taken place Captain Patterson, the present Steward of the Hall, was called in and his views elicited as to the working of the Hall and the proposed change, it was, therefore,—

Resolved, That the engagements of this Board with the Steward of the Hall do terminate on the First day of June, 1862, and that the Members of the Board, residing in Cobourg, be a Committee to communicate with him, with the view of making, in the mean time, such arrangements, in regard to the Hall, as the Committee may deem best.

June 10th, 1861. It was moved by the Reverend Samuel Rose, seconded by the Reverend John Douse,—and

Resolved, that, in view of the dilapidated state of the Baptist Meeting House, Building, which it was previously proposed to procure for a College Chapel, the Board deems it better to abandon the design of purchasing that property.

The Agent of the College presented his Report, which was received.

The purchase of the Baptist Meeting House having been abandoned, it was,—

Resolved that the money collected for that object be retained in the hands of the Bursar, to be appropriated to the erection of a new College Chapel.

It was resolved that the College Agency be discontinued for the present.

Some discussion having arisen as to the best plan of securing Voluntary Contributions for the College during the coming year, it was unanimously,—

Resolved, that the Board recommends the Conference to re-enact the six Resolutions passed last year, respecting Victoria College and the plan of supporting it by means of Ten cents collection, or "Sustentation Fund."

The thanks of the Board were tendered to the College Agent for his services during the past year.

Resolved, that the Board recommends the Conference to issue an Address on the University Question, and that the Reverends Doctors Ryerson, Nelles and Wellington Jeffers be a Committee to prepare that Address.

Mr. J. H. Dumble was appointed Bursar, and the Reverend Doctor Aylesworth, Clerical Treasurer.

The Members of the Board resident in Cobourg with the Reverend Doctor Aylesworth were appointed a Finance Committee, to be convened from time to time by the President of the College for the consideration of such Financial matters as might require attention in the interval between the Meetings of the Board, and it was,—

Resolved that all unsettled matters relating to outstanding Scholarships be referred to the Finance Committee; it was also,—

Resolved, that all discrepacies, or difficulties, connected with old Accounts, so far as not disposed of by the former Finance Committee, be referred to the Finance Committee now appointed.

The Reverend Doctor Enoch Wood reported on the state of the Property used by the Medical Department of the College, that the Property had been duly Deeded to the Trustees of Victoria College, and that the Attorney engaged had been instructed to Register the same.

Some general conversation took place, on adjournment, respecting the best steps to be taken to improve the financial condition of the College.

MEMORIAL OF THE METHODIST CONFERENCE TO THE LEGISLATURE, 1861.

At a Meeting of the Wesleyan Methodist Conference, held in 1861, the following Memorial to the Legislature, on the University Question, was adopted:—

To the Honourable the Legislateve Council [or House of Assembly] of Canada, In Parliament Assembled.

The Memorial of the Conference of the Wesleyan Methodist Church in Canada Respectfully Sheweth:—

That your Memorialists and the Members of the Wesleyan Church generally, through their regular Church Courts, have had the honour, in former years of presenting Memorials to the Legislature of the Province on the subject of Reform in the Management of the University of Toronto; in which it has been stated that the Provincial University Act of 1853 has not been duly and fairly administered by the Authorities of the University.

That the Senate of the University, instead of giving effect to the liberal intentions of the Legislature, determined to identify the University with one College, in contradistinction, and, to the exclusion of all others; to establish a monopoly of Senatorial power and Public Revenue for one College alone; so much so, that a majority of the legal quorum of the Senate now consists of the Professors of one College, one of whom is invariably one of the two Examiners of their own Students. That, instead of confining the Expenditure of funds to what the law prescribes; namely:—"the current expenses and such permanent improvement as might be necessary for the University and University College, new Buildings have been erected, at an expense of several hundred thousand dollars, and the Current Expenses of the College have been increased far beyond what they were in former times of complaint and investigation on this subject; thereby effectually preventing the accumulation of a large Surplus Fund for other Academic Institutions, as contemplated and directed by the University Act passed in 1853.

2. Your Memorialists have no desire to injure Toronto University, nor to see University College go down, but, on the contrary, they would have them efficiently maintained; they would submit, at the same time, that, if we are to have a Provincial University, it should be established upon such principles, and placed under such management as to make it "the friend of all, and the enemy of none;" and, if other Colleges are not placed upon equal footing as Colleges of one University, it is but fair and reasonable that they should be placed upon an equal footing, in regard to Aid from the State, according to their works, as separate University Colleges.

3. It is well known that the natural tendency of any College, independent of all inspection, control, and competition in wealth, with all its Officers fully paid by the State, without reference to exertion, or success, is to degenerate into indifference, inactivity and extravagance. In Literary Institutions, as well as in other things,

competition is an important element of efficiency and success. The best System of Collegiate, as of Elementary, Education is that, in which voluntary effort is prompted and developed by public aid; and we see no good reason why those Churches, which have done their utmost to afford the youth of their Congregations the advantages of a Liberal Education, on Religious Principles, should not be encouraged and sustained in their efforts by the State.

4. The experience of all Protestant Countries shows, that it is, and has been, as much the province of a Religious Persuasion to establish a College, as it is for a School Municipality to establish a Day School;* and the same experience shows, that, whilst pastoral and parental care can be exercised for the Religious Instruction of children residing at home, and attending a Day School, the same care cannot be exercised over youths who go abroad to finish their education, except in Colleges where some Religious oversight is allowed. We hold that the highest interests of a Country, as of an individual, are its moral and Religious interests, and that the utmost care should, therefore, be taken to impress the minds of our youth with the importance of these interests at a time when youthful temptations are strongest, and youthful passions most liable to lead astray.

5. It is further submitted that, as a very large amount of Public Funds has been expended in Buildings for University College, from which other Colleges can derive no advantage, and, by which the Annual Income of the University has been greatly reduced, that a Grant of money, bearing some proportion to the amount thus expended, should be immediately placed at the disposal of other Colleges to aid in rendering these Institutions more efficient and useful.

6. Your Memorialists have little ground to expect that, under the present management of the University Funds, any Surplus will be accumulated for the assistance of other Colleges, as contemplated by the present Statute of 1853. At one time about $27,000 had been carried to the Surplus Fund Account, not a farthing of which has been given to any Academic Institution outside of Toronto; and, notwithstanding that the two Faculties of Law and Medicine were, by law, discontinued in the Toronto College, for the purpose of enabling its Managers to carry a large annual balance to the Surplus Fund, yet they have so managed as to spend more money now in supporting one Faculty, than they did formerly in supporting three. Your Memorialists, therefore, pray Your Honourable House:—

1. To grant to Victoria College a suffcient sum of money to enable its Managers to remove the embarrassments under which the Trustees now labour; and to enable them to erect such Buildings as may be necessary for the accommodation of the youth who may desire to finish their education at that College.

2. So to amend the University Act of 1853 as to place all the Colleges in Upper Canada upon an equal footing, and upon equal terms with regard to Public Aid, either as so many co-ordinate University Colleges, or as so many Colleges of one University.

3. To change the name of University College, and so re-model and change the composition of the University Senate as to secure economy in the management of its Funds,—prevent a baneful monopoly, calculated to sap the foundations of other Institutions, and give confidence to all the parties interested, and to the community at large.

Signed on behalf of the Conference of the Wesleyan Methodist Church in Canada.

JOSEPH STINSON, D.D., President.

BRANTFORD, June, 1861. JOHN GEMLEY, Secretary.

*This Statement was questioned by Doctor Daniel Wilson in his Evidence before the Select Committee of the House of Assembly at Quebec; In support of his views on this subject, the Reverend Doctor Ryerson instanced the case of the United States, where Denominational Colleges were the rule, and not the exception.

ADDRESS OF THE WESLEYAN CONFERENCE WITH A VIEW TO ELECT CANDIDATES IN FAVOUR OF UNIVERSITY REFORM AND THE EQUAL RIGHTS OF COLLEGES, ACCORDING TO THEIR WORKS.

In a former Address of the Conference to the Laity of the Methodist Church, they were recommended to exercise their Franchise in the Election of good men to the House of Assembly, favourable to "University Reform." In order to give additional emphasis to this counsel, the Conference of that Church issued the following Special Address on the subject in June, 1861:—

To the Members of the Congregations of the Wesleyan Methodist Church in Canada.

VERY DEAR BRETHREN AND FRIENDS,

1. At the present time, and in view of the approaching general election of Members to the Legislative Assembly, we feel it our duty to address you on the subject of University Reform, and the Equal Rights of all Colleges in Upper Canada, according to their works, in teaching those subjects of Literature and Science, which constitute the prescribed Course of Collegiate Education. In this most important subject,—this question of questions,—we have no interest different from yours; we have but one interest with you; we are citizens with you, and claim with you equal rights and privileges as such.

2. During the past two years, Conventions have been held in various parts of the Province, in which you, equally with ourselves, have been represented, and in which you and we have adopted Memorials to the Legislature, and have expressed our united determination to exert ourselves to the utmost in order to reform the gross abuses of the Toronto University, and correct the wrongs of a one-college monopoly; to place all Colleges on equal footing of right and advantage before the State, according to their works. The justice of our complaints and claims has been unanswerably maintained last year before a Select Committee of the Legislature; their justice has been admitted by men of all parties; and it now remains to complete the work begun by uniting and employing our efforts with one heart to elect those men to the Legislative Assembly, and those only, who will exert themselves to the utmost, without respect of party in other matters, to promote University Reform and the equal rights of all Colleges according to their works, irrespective of their Denomination, or Non-denomination. If every one of you, and of ourselves, will, irrespective of political parties in other respects, make University Reform and Equal College Rights our aim and our motto, and oppose every man of any party who opposes that reform and those Rights, and support only those men of any party who will give the most reliable assurance of promoting that Reform and of securing those Rights by their votes and influence in Parliament, we will achieve a work the most important to the best interests of our Country, and for which posterity will remember us with gratitude.

3. To aid you and ourselves in this great work, and to furnish the materials of answering every honest objection, and of silencing every partizan gainsayer, we will here briefly repeat some of the grounds on which we resist the one-college monopoly at Toronto and demand University Reform and the Equal rights of all Colleges, according to their works.

(1). The one College monopoly is directly opposed to the Royal intentions in authorizing the University Endowment, as early as 1797. The Royal Despatch, making the Grant, expressly states, "First, for the establishment of Free Grammar Schools, and then, in the process of time, for establishing Seminaries of a larger and more comprehensive nature" [that is, of course, Colleges] "for the promotion of religious and moral learning, and the Study of the Arts and Sciences." Here, more than one

College was contemplated sixty-four years ago for the future of Upper Canada, and it was declared that learning should be based on Religion.

(2) The one College monopoly is opposed to the express intentions of the Legislature in passing the University Act of 1853. That Act repealed the Act of 1849, which established a one College, (Toronto University), and gave in the Preamble, as the reasons for that repeal, the objections of many persons on account of expenses and dangers in sending their sons to Toronto, and the justice and wisdom of encouraging persons to prosecute "their studies in other Institutions in various parts of the Province," and explicitly referred to the London University as the model after which the University in Upper Canada should be established. Nothing can be more opposed to the avowed objects of the University Act and the London University Model than a one College monopoly at Toronto. The London University is an Examining and Certifying Body only, and is not identified with any one more than another of the fifty Colleges which are affiliated to it. There is one Non-denominational College affiliated to it, as well as Church of England, Presbyterian, Wesleyan, Congregational, Baptist and Roman Catholic Colleges; but, so far from endowing one College alone, no one College has any advantage over another in the way of Public Endowment. All Colleges, whether Denominational, or Non-denominational, stand upon equal ground and compete upon equal terms in respect to the Aid of the State.

(3) A one College monopoly is contrary to all precedent. There are more, or less, Colleges in each of the neighbouring States, and which have been, or are, aided by the State; there are three Colleges upon equal terms in the Queen's University in Ireland, besides the Dublin University; there are four University Colleges in Scotland; there are seventeen Colleges in the University of Cambridge; there are twenty-six Colleges in the University of Oxford; and there are more than fifty Colleges in the University of London. The Toronto one College monopoly is, therefore, as unprecedented as it is selfish and absurd.

(4) The Toronto one College monopoly is at variance with the recognition and exercise of the voluntary principle in University Education, which forms one of the two fundamental principles of our Common School System. No Township, City, or Town, in Upper Canada receives any Parliamentary aid without providing from local resources at least an equal sum. Not a School Section can obtain any Legislative, or even Municipal, aid without providing a School-house and employing a duly qualified Teacher; and, in no case, is public aid given without local effort, in respect even to individuals, except in case of absolute poverty. But the advocates of the Toronto College monopoly have done, and propose to do, nothing more than paupers as a condition of public aid, in regard either to the erection of Buildings, the payment of Professors, or to the support of their College in any respect; while the advocates of Denominational Colleges erect their Buildings, employ their Professors, and contribute annually towards their support.

(5) Such a monopoly is at variance with justice and equal rights to all classes. No claim has been made for the support of any Theological Professor, or Divinity teaching, in any College; nor is a claim made in behalf of any College as Presbyterian, Wesleyan, or Church of England; but a claim is made for each College according as it teaches the Classics, Mathematics, Mental, Moral, and Natural Science, which are comprehended in a University Course of Study. If a Non-denominational College is endowed for teaching these subjects, because it recognizes no Religion, and a Denominational College which teaches the same subjects, is proscribed becauss it recognizes Religion and provides Religious Instruction and oversight in connexion with secular instruction, and selects its Professors for their Religious character, as well as for their literary and scientific attainments, who does not see that one College is proscribed for its religion, and the other is endowed because of its non-religion? Is not this utterly at variance with equal rights among all classes? Is not this proscribing men

and their Institutions for their Religion? Is not this as unjust as it is unchristian? If a non-religious College is endowed because it teaches the subjects of a University Education, ought a Religious College to be proscribed which teaches precisely the same subjects, and challenges competition upon equal terms with the non-religious College in teaching these subjects, it is plain as day that the Religious character of the College is the badge of proscription in the one case, and the non-religious character of the College the ground of monopoly in the other,—a principle unjust, unchristian and persecuting. But if each College be endowed according to its secular Collegiate work, without reference to its Denominational, or Non-denominational, character, then, and then only, is there justice and equal rights between the several Colleges and their supporters.

6. The Toronto College monopoly is contrary to all healthful competition in Collegiate Education. There is nothing like competition in Education, as well as in commerce and trade of all kinds; and the monopoly of one College is more corrupt and deadening, on the one hand, and more unjust and injurious on the other, than in most common affairs of life.

7. The one College monopoly is also at variance with the thoroughness and extension of Collegiate Education. If one merchant in a Town had the sole public monopoly of purchasing and selling goods for the people of the Municipality, there is every probability that his goods would be both high in price and inferior in quality. Under the operations of this one College monopoly system, the standard of University Education has notoriously declined, and become far less thorough than it was ten years ago; and it would have clearly declined still more, had it not been for the complaints made on the subject, and the healthful and elevating influence of the Denominational Colleges. Nothing could be more pernicious to the thoroughness, as well as extension, of University Education than a single endowed staff of Professors, without competition, without inspection, and secured in their Salaries, without regard to the amount, or success, of their labours; while, on the other hand, several staffs of Professors of competing Colleges must tend both to the thoroughness and extension of University Education under the auspices and active influences of different Religious Persuasions.

8. Finally, the one College Monopoly at Toronto is at variance with every principle of sound economy. Nothing should be regarded as more sacred, and managed with more careful economy, than money devoted to Education; yet the profligate and extravagant expenditure at Toronto, is without a parallel and almost beyond belief. The Reverend Principal Leitch, of Queen's College, Kingston, in a late Address, remarked:—"By the University College Calendar, (Toronto,) the average annual number of *bona fide* Graduates, that is, Graduates who have actually studied in University College, is 8. At this rate, each Graduate has cost the country £2,500. That is, the regular Collegiate Education of a single Student has cost about as much as the annual Revenue of Queen's College with 4 Faculties, 14 Professors, and 170 *bona fide* Students. If we take into account the capital sum squandered, the cost of each Graduate will amount to the enormous sum of £4,003."—"Nearly £100,000 of the Capital was at once, and illegally, wiped out by sinking this sum in a vast pile of ornamental Buildings, which were not at all needed." The Honourable Alexander Campbell, a Member of the Legislative Council, has given in a late Address to the public at Kingston, the following statistics, which he had collected from public and official Documents:

"The original Endowment of the University of Toronto was 226,000 acres, exclusive of 150 acres in Toronto,[50 acres of which have been granted to the City for a Park]. Out of the 226,000 acres there had been sold 201,964 acres for $1,322,375, leaving 24,037 acres, representing a Capital of $168,239, or a total Capital of $1,500,634, besides the 150 acres in Toronto known as University Park, [now called Queen's Park]. $1,500,000 at 7 per cent. per annum, would yield an annual income of $105,000. This Capital of

$1,500,364 has been diminished by the Buildings Account $300,000, and it would require to complete them, say, $10,000; and the Museum and Library $20,000, or a total of $330,000, leaving the Capital at $1,170,634. But to call the Capital $1,150,000, at 7 per cent., it would yield annually $80,500." . . . .

The foregoing facts must satisfy every candid mind of the great extravagance of the Toronto University and College system, and of the inconsistency and selfishness of those professed public economists who advocate, or support, such a system, and oppose University Reform.

Surely then, dear Brethren and Friends, it is our duty at this eventful moment to unite as the heart of one man in employing our utmost efforts to elect those men, and those only, of any party, who, we have the best reason to believe, will faithfully exert themselves to put an end to such a system of extravagance and injustice; to place the Colleges of all classes upon equal footing according to their works in teaching the prescribed subjects of a University Education.

We desire the efficient maintenance of the University College at Toronto for those classes of the community who prefer a Non-denominational College, to one in which the Religious instruction and oversight of youth are provided for; but we insist that a College invested with a Religious character and conducted under Christian influences is not to be proscribed on that account when it does the secular work of a Non-denominational College. Besides, both Victoria and Queen's Colleges contain Students of various Religious Persuasions, while nearly one-half the Students in Toronto University College belong to one or two Denominations which have Theological Schools in Toronto, and use the University College for the education of their Candidates for the Christian Ministry. We rest our claims upon the principles of sound economy, of equal justice and rights to all classes according to their works; upon those grounds of parental right and duty to provide for the Religious instruction and oversight of their children during the whole course of their educational instruction, and of the co-operation of sections of the community with the State, which lie at the foundation of our School System; upon the considerations of the widest possible extension of University Education upon Christian principles; upon the all-important ground that, although many of you, as well as of ourselves, may have no direct personal, or domestic, interest in University Education, we all have a deep interest in the Christian principles and character of the men who shall be our Physicians, Lawyers, Teachers, Ministers, and other Public Men, who may receive the higher education provided for in our Country.

This great question, dear Brethren and Friends, stands out from, as it in importance rises above, all questions of mere political party; but it can only be settled by the aid of men elected to the Legislature. Although we have no connection with the political parties, or party questions of the day, we feel that the principles of Christianity, justice and patriotism, the interests of the present and future generations of our Country, demand us to unite with you in supporting only those men of any party in the pending elections, according as we believe they will support, or oppose, University Reform and Equal Rights to all Colleges, whether Denominational, or Non-denominational, according to their works in teaching the prescribed subjects of University Education.

Let us then make our rights, our Country, and our children, our rule and watchword of action, and, under the Divine Blessing, their best interests will be secured.

By order and in behalf of the Conference of the Wesleyan Methodist Chuch in Canada.

JOSEPH STINSON, D.D., President.
JOHN GEMLEY, Secretary.

BRANTFORD, June 14th, 1861.

CORRESPONDENCE ARISING OUT OF THIS CONFERENCE APPEAL.

I. FROM THE POST MASTER GENERAL TO THE REVEREND DOCTOR RYERSON.

I am directed by the Post Master General to inform you that there is a large vote of your People here which could be got for him if you would come down and to say that he expects that you will do so. We had a good Meeting here last night.

STIRLING, 31st of August, 1861. BURTON BENNETT, Secretary.

II. TELEGRAM FROM THE POST MASTER GENERAL TO DOCTOR RYERSON.

You should visit this place at the earliest possible moment.

STIRLING, 12th of September, 1861. SIDNEY SMITH.

III. REPLY OF THE REVEREND DOCTOR RYERSON TO THE POST MASTER GENERAL.

1. I have received your Telegram of the 2nd instant, also a Note from your Secretary, Mr. Burton Bennett, dated the 31st ultimo, but not mailed until the 2nd instant, requesting me to proceed to Stirling to canvass for you in North Hastings.

2. I think, you must have forgotten that it would be as inconsistent with the avowed character and relations of my Office for me to go and canvass in an election as for one of the Judges of the Queen's Bench to do so. I have never done so throughout my whole life; and I would sooner lose my Office honourably than justly to forfeit it by electioneering for, or against, any Candidate in a Parliamentary election.

3. I have at various times written, and sometimes written much, to influence the opinions of the Country in regard to principles and measures of Government; I have more than once repelled attacks of political men upon myself and the Educational System; I have often felt a deep interest in the defeat of one Candidate and the success of another; I have urged my friends to make the question of University Reform a test question in supporting and opposing any Candidate; but I have never, in my whole life, gone to any County, or Riding, to electioneer for, or against, any Candidate,—not even in the Division of this City where I reside against Mr. George Brown, although no one could feel more thankful than myself at his defeat, and although a large number of my friends voted and canvassed against him, on account of his attacks upon myself.

4. I believe that my going to North Hastings, etcetera, to canvass for you would give great and just offence to the whole Country, to one party as much as to the other, would wound the feelings of many of my Religious friends, and would do you more harm than good.

5. Besides, I think it only frank to state that my personal relations to Mr. Flint are such as to prevent me from taking any active part in the contest between you and him. Mr. Flint is one with his Church in the question of University Reform; he has supported me on two very trying occasions in past years, when I was cruelly assailed; and I have been for more than twenty years the invited guest at his House whenever I have visited Belleville.

Under such circumstances, and apart from the public considerations above mentioned, I am sure you would consider it ungrateful and very improper on my part to go down to Hastings and canvass against Mr. Flint.

6. The questions on which he has joined issue with you, are personal, partly, and political; not Educational, or Religious,—the only questions on which any body would justify me in taking an active part. I am second to no one in the grateful sense I entertain of your liberal and patriotic course in support of Victoria and other Denominational Colleges; or in the admiration and pride as a Christian I feel the honour

and great benefit you have conferred upon the Country by your management of the Post Office Department, and your diplomacy in connection with it, although you have not allowed the Education Department the same advantages in exemption from postage as are enjoyed by the other Public Departments of the Government.

7. I think you have established strong claims upon the gratitude and support of the Country;—and not least of Wesleyans; and I feel myself under personal obligations to you for the kind manner in which you have referred to my labours on various occasions; and I only regret that I am not able to comply with your request on the present occasion.

Toronto, September, 5th, 1861. Egerton Ryerson.

PUBLIC MEETINGS ON BEHALF OF THE CONFERENCE MEMORIALISTS ON THE UNIVERSITY QUESTION, 1861.

(In continuation of those recorded on pages 28-40 of this Volume).

I. Meeting of the College Convention at London.

Mr. J. McCausland moved the first Resolution as follows:—

1. That notwithstanding the ample provision made from the public domain for Collegiate Education, the end designed has been largely defeated, by the present illiberal, unjust, and unpatriotic system of disbursing the University Endowment Fund by the Senate,—a system alike subversive of the original design of the University Act of 1853,—and thus, by ignoring the Statute, being utterly opposed to a truly national and liberal system of Collegiate Education."

Mr. Hugh McIntyre moved the second Resolution, as follows:—

2. "That in the opinion of this Convention, there should be one Non-denominational National University of Upper Canada, whose duty it should be to prescribe a proper course of Liberal Education, to examine Candidates and grant Degrees and Certificates of Honour in Arts, Law, and Medicine." The Resolution was seconded by Mr. Samuel Gurnsey, and supported by Mr. M. Conn, and was carried unanimously.

Mr. M. C. Brown moved the next Resolution:—

3. "That such an University should be impartially constituted in respect to the various Colleges, and should embrace, upon equal terms and advantages, in regard to the University Endowment, all the Colleges in Upper Canada, whether Denominational, or Non-denominational, that teach the prescribed course of University Education." Mr. D. Callaghan briefly seconded the Resolution.

Mr. D. P. Alesworth moved the next Resolution, as follows:—

4. "That an University, thus constituted, and including, upon terms of equal rights and advantages, all Colleges which are, or may be established in Upper Canada, according to their works, will contribute most to promote the national objects of the University Endowment;—will best secure a high and proper standard of University Education; will most fully develop and largely combine the resources and voluntary exertions of the Country, in behalf of its higher educational interests; will most liberally consult the feelings and views of all classes of the people, and will confer upon the largest number of Canadian Youth the priceless blessing of a sound liberal education." Mr. E. Garratt seconded the Resolution.

The Secretary then read the following Memorial to Parliament, which had been previously prepared:—

"To the Honourable, the Legislative [Assembly or] Council of Canada:"

"May it please Your Honourable House:—

(1). "The Petition of the Convention of Members of the Wesleyan Church, chosen to represent the Circuits, or Pastoral Charges, which embrace the following Counties,

————Humbly Sheweth: That your Petitioners, with many of their fellow-subjects, complained last year to the Legislature against the matter in which the University Act of Upper Canada passed in 1853, had been administered, and the partial and improvident reduction and expenditure of the University Endowment, and prayed that enquiry might be instituted into the subject.

(2). "That the enquiry, granted in answer to the prayer of your Petitioners, has clearly shown, among other things, how widely the Upper Canada University Act of 1853 have been departed from; to how little practical purpose a large portion of the University Endowment has been expended; how illiberal, unjust, and unpatriotic, is the present University System, and to how small an extent it accomplishes, or even recognizes, the broad and general interests of a truly liberal and National System of of Collegiate Education.

(3). "That, in the opinion of your Petitioners, there should be one Non-denominational National University in Upper Canada, whose duty it should be to prescribe a proper course of Liberal Education, to examine Candidates, and grant Degrees and Certificates of Honour in Arts, Law, and Medicine.

(4). "That such an University should be impartially constituted in regard to the University Endowment, so as to include all the Colleges in Upper Canada, whether Denominational, or Non-denominational, that teach the prescribed course of University Education.

(5). "That an University, thus constituted, and including, upon terms of equal rights and advantages, all Colleges which are, or may be, established in Upper Canada, according to their works, will contribute most to promote the National Objects of the University Endowment; will best secure a high and proper standard of University Education; will most fully develop and most largely combine the resources and voluntary exertions of the Country in behalf of its highest educational interests; will most liberally consult the feelings and views of all classes of the people, and confer upon the largest number of Canadian Youth the priceless blessings of a sound, Liberal Education.

(6). "Wherefore your Petitioners pray Your Honourable House to take the whole subject into your most serious consideration, and so to amend the Toronto University Act of 1853, as to correct the injustice and evils that have been complained of, and to secure to Upper Canada a truly National University, embracing the several Colleges upon the terms of equal rights and of equal advantages from the University Endowment, according to their works.

"And your Petitioners, as in duty bound, will ever pray."

The Fifth and last Resolution was read by Mr. G. Harris, as follows.

5. "That the Memorial just read be adopted, and that the same be placed in the hands of Honourable Malcolm Cameron, and the Honourable John Carling, City Member, for presentation in the Legislative Assembly; and that our respective Representatives in Parliament be earnestly requested to use their influence in the House for the carrying out of the expressed views of this Convention on the University Question." Mr. A. Clarke briefly seconded the Resolution.

Mr. H. McIntyre moved, seconded by the Reverend William McCullough, that a cordial vote of thanks be tendered to the Reverend Doctor Ryerson, for his able advocacy of the Victoria College before the Select Parliamentary Committee. Carried.

2. The St. Catharines College Meeting.

A Convention of Ministers and Lay Delegates from the Hamilton and Niagara Districts was held in St. Catharines, on the 25th day of January, 1861.

First: Moved by Mr. James Beatty, seconded by Mr. James M. Bristol, and

Resolved, That after another year's careful examination of the subject of University Education in this Province, we see no reason to change our opinion, or to desist from the maintenance of our claim to a just share of the Surplus of the University Endowment in behalf of Victoria College, according to the number of Students in the Collegiate and Academic Course of Instruction.

Second: Moved by Mr. James Appleby, seconded by Mr. H. Cotter, and

Resolved, That this Convention unanimously repeats the formerly expressed mind of the Wesleyan Methodist Church in Canada. That it does not wish to obtain Legislative aid for the support of a Theological School, or to contend for any peculiar advantages as a Religious community; but simply to obtain a suitable provision for the Education of our Youth in the Arts and Sciences, on Christian principles, and that we shall heartily rejoice in the adoption of any measure which will accord to other Denominations the justice which we seek for ourselves.

Third: Moved by Mr. James Bishopric, seconded by Mr. Peter Learn, and

Resolved, That, in the opinion of this Convention, it is in accordance with the spirit and intention of the University Act, of 1853, that all Incorporated Colleges, whose Curriculum accords with that adopted by the Provincial University, have a just claim not only to a share of the Literary Honours which that University has the power to confer, but also to a just proportion of the pecuniary assistance which the Legislature has set apart for University and Collegiate purposes.

Fourth: Moved by Mr. Z. B. Lewis, seconded by Mr. S. S. Junkin, and,

Resolved, That, in the opinion of this Meeting, the Managers of the Provincial University Endowment, in expending the Surplus Fund, have not only violated the provisions of the University Act of 1853, but have done great injustice to those Institutions which, by the Act, have a claim on such Funds.

Fifth: Moved by Mr. S. S. Junkin, seconded by Mr. Z. B. Lewis, and

Resolved, That we will use our undoubted rights to endeavour to secure, as far as possible, such a Representation in Parliament as will lead to the adoption of such measures as will secure to all Affiliated Colleges equal rights to University Honours, and an equal share of the Surplus of the University Endowment.

Sixth: Moved by Mr. Moses Cook, seconded by Mr. James Gilleland, and,

Resolved, That the Petition to the Legislature be adopted, and signed by the Chairman and Secretary, on behalf of this Convention.

3. The Guelph College Meeting.

A Convention of Ministers and Lay Delegates from the Guelph District was held in Guelph, February the 20th, 1861.

The Reverend John Douse was called to the Chair and Mr. W. G. Robinson appointed Secretary.

Moved by Mr. Thomas Garbut, seconded by Mr. Thomas Wright, and,

Resolved, That after another year's careful investigation of the subject of University Education, we see no reason to change our views; but rather to renew and press our claim to a just share of the Surplus Fund of the University Endowment on behalf of Victoria College, according to the number of Students in Collegiate and Academical Course of Instruction.

Moved by Mr. James Hough, seconded by Mr. Alexander Brown, and,

Resolved, That this Convention unanimously repeats the previously expressed mind of the Methodist Church in Canada, that it does not wish to obtain Legislative aid for the support of a Theological School, or to contend for any peculiar advantages as a Religious community, but simply to obtain a suitable provision for the Education of our

Youth in the Arts and Sciences, on Christian principles, and that we shall heartily rejoice in the adoption of any measures which will enable other Denominations to participate in the same justice.

Moved by Mr. Samuel Fear, seconded by Mr. M. Bardwell, and,

Resolved, That, in the opinion of this Convention, it is in accordance with the spirit and intention of the University Act of 1853, that all Incorporated Colleges have a just claim to a proportion of the pecuniary assistance which the Legislature of the Country has set apart for University and Collegiate purposes.

Moved by Mr. W. Ellis, seconded by Mr. J. J. Fish, and,

Resolved, That, in the opinion of this Meeting, the Managers of the Provincial University Endowment, in expending that Endowment have not only violated the provisions of the University Act of 1853, but have done great injustice to those Institutions which have an equitable claim on its Surplus Funds.

Moved by Mr. James Hough, seconded by Mr. W. D. Robinson, and,

Resolved, That we will use our undoubted rights to endeavor to secure, as far as possible, such a Representation in Parliament, as will lead to the adoption of such measures as will secure to all Colleges equal rights, and a just apportionment of a portion of the University Funds.

Moved by the Reverend M. Swann, seconded by the Reverend S. Fear, and,

Resolved, that a Petition to the Legislature be adopted and signed by the Chairman and Secretary, on behalf of the Convention.

Moved by the Reverend D. Hunt, seconded by Mr. Thomas Garbutt, That the Secretary furnish copies of the Proceedings of this Convention for publication in the papers issued in the several Counties represented, and also in "The Christian Guardian."

4. The Toronto and Barrie College Meeting.

A Convention of the Toronto and Barrie Districts was held in Richmond Hill, on March 5th, 1861.

Resolution, first, Moved by Mr. John Terry, of Sharon; seconded by Mr. Thomas Halliwell of Barrie; that this Convention reiterates the declaration of opinion expressed in the Resolution of the Wesleyan Conference in 1859, respecting the importance and propriety of combining Religious oversight and Christian culture with Collegiate Education, and believes that the interests of Denominational Colleges will be permanently secured by voluntary effort and a proper distribution of such Funds as are, or may be, set apart for Superior Education.

Resolution, second, Moved by Mr. Thomas Nixon, of Newmarket, seconded by Mr. John Ward, of Cooksville:—

That this Convention regards with satisfaction the appointment of a Select Parliamentary Committee of the last Session, and that the complaints of the Wesleyan Conference, and others, were not only heard, but that a large amount of information was laid before the Committee, confirmatory of the allegations preferred against the Authorities of Toronto University.

Resolution, Third. Moved by Mr. Robert Cook, of Newmarket, seconded by the Reverend James Graham, of Markham,

That this Convention is deeply impressed with the importance and duty of perseverance for the purpose of securing University reform, and that, therefore, it is solemnly obligatory on the part of all friends of Denominational Education to continue their efforts until the University Endowment be administered on the principle of equal justice to all classes of the community.

Resolution, Fourth. Moved by Mr. John P. Bull, of Weston; seconded by Mr. Thomas Mara, of Toronto,

That in the opinion of this Convention there should be one Non-denominational National University in Upper Canada, whose duty it should be to prescribe a proper Course of Liberal Education, to examine Candidates and grant Degrees and Certificates of Honour in Arts, Law, and Medicine.

Resolution, Fifth, moved by Mr. Robert Bond, of Newmarket, seconded by Mr. J. Perkiss, of Thornhill:

That, in the opinion of this Convention, such an University should be impartially constituted in respect to the various Colleges, and embrace, upon equal terms and advantages, in regard to University Endowment, all the Colleges in Upper Canada, whether Denominational, or Non-denominational, that teach the prescribed Course of University Education.

Resolution, Six, Moved by Mr. Thomas Storm, of Toronto, seconded by Mr. N. Crosby, of Markham:

That, in the opinion of this Convention, an University, thus constituted, and including, upon terms of equal rights and advantages, all Colleges which are, or may be, established in Upper Canada, according to their works, will contribute most to promote the National Objects of the University Endowment; will best secure a high and proper standard of University Education; will most fully develop and most largely combine the resources and voluntary exertions of the Country in behalf of its highest Educational interests; will most liberally consult the feelings and views of all classes of the people, and confer upon the largest number of Canadian youth the priceless blessing of a sound, Liberal Education.

Resolution, Seventh, Moved by Mr. T. Halliwell, of Barrie; seconded by Mr. Wm. Flummerfelt, of Markham,

That a Memorial, embodying these Resolutions be prepared and forwarded to Parliament, at its approaching Meeting, and that such Petition be signed by the Chairman and Secretary, in behalf of this Convention.

5. The College Conference of Belleville and Kingston District, March 6th, 1861.

Resolution, First, Moved by Doctor Michael Lavell, of Kingston, seconded by Mr. T. L. Wilson, of Wilton:

That this Convention, after a careful review of the proceedings of the Select Committee appointed by the Legislative Assembly to investigate the complaints made against the Expenditure of the University Endowment, and consequent reduction of its Surplus Income, are more than ever persuaded of the righteousness of the course pursued by the Wesleyan Church, and most solemnly and unanimously support the great principles set forth in the Resolutions on superior Education in Upper Canada, passed at the Public Meeting held in Kingston last June, and are determined to use all lawful means to carry them into effect.

Resolution, Second, Moved by Mr. Mitchell Neville, of Ernesttown, seconded by Mr. Solomon Wright, of Bath,

That the history of the present agitation of the University question, affords ample evidence of its non-political character, and that, while our efforts shall be unremittingly directed towards securing equal educational advantages for all classes, we shall continue to avoid all compromises and complications that will make us subservient to any political party.

Resolution, Third, Moved by Doctor Spafford, of Newburgh, seconded by Mr. C. McKim, of Cambray,

That the claim put forth by the University College of Toronto to the virtual monopoly of our Provincial University Endowment is condemned by the total inadequacy of that single College to meet the higher educational wants of this whole Country.

Resolution, Fourth, Moved by Mr. A. Cowan, of Kingston, seconded by Mr. W. J. Beeks, of Harrowsmith,

That the success which has hitherto attended the University Reform Movement is a convincing proof of a deep and general impression in the public mind that the changes sought for are wise and necessary.

Resolution, Fifth, Moved by Mr. I. N. Lapum, of Centreville, seconded by Mr. Thomas Jeffers, of Trenton,

That the expenditure of some $400,000 of the University Endowment on Buildings was in violation of the letter and spirit of the University Act of 1853, and a gross injustice to the Affiliated Colleges.

Resolution, Sixth, Moved by Mr. John Shaw, of Kingston, seconded by Mr. Amos Goold, of Shannonville:

That the Members of this Convention are satisfied in observing the change in public opinion expressed through the Provincial Press in favour of the principles advanced in the consideration of this question.

Resolution, Seven, Moved by Mr. William Anglin, of Kingston, seconded by Mr. E. Wright, of Bath,

That the Memorial to the Legislature now submitted, be adopted by this Convention, and signed by the Chairman and Secretaries on its behalf.

6. COLLEGE CONVENTION OF GODERICH DISTRICT, 27TH FEBRUARY, 1861.

Resolution, First, Moved by Mr. S. Vivian, seconded by the Reverend John Mills:—

That this Convention recognizes with satisfaction the appointment of a Select Committee by the Legislature of this Province, at its last Session to investigate the complaints made against the wasteful Expenditure of the liberal Endowment granted for the support of University Education in Upper Canada.

Resolution, Second:—Moved by Mr. A. S. Fisher, seconded by the Reverend J. L. Latimer:—

That, by the investigation of the Select Committee of the House of Assembly, it is clearly shown that the complaints urged were well-founded and supported, in that a large portion of the princely Endowment made for the support of University Education in this Province has been wantonly wasted, and that the ordinary expenditure of Toronto University to its single College, is highly censurable, entirely failing, as it does, to secure the noble end contemplated by the Endowment.

Resolution, Third, Moved by Mr. Robert Eaton, seconded by the Reverend John Hough:—

That the absence of all reasonable guarantee for the moral and Religious principles of the Professors and Officers of the University College, as now constituted, and also for the Religious safeguard of young men who may desire to obtain a Collegiate Education, can have no other effect than to destroy the confidence the Religious community should feel in an Institution for the education of their sons during so critical period of their lives.

Resolution, Fourth, Moved by Mr. Robert Leach, seconded by the Reverend Thomas Cleghorn:—

That the University of Toronto, as at present constituted and conducted, meets the views of only a very limited minority of the people of Upper Canada, and cannot, therefore, in any wise, claim to be recognized as a National, or Provincial, Institution.

Resolution, Fifth, Moved by Mr. Daniel Morrow, seconded by the Reverend O. H. Ellsworth:—

That a National University should be so comprehensive in its provisions as to meet the just expectations of the various communities which it is intended to embrace:

that a common standard of University Education should be established for the Province, that, while the University Endowment is alike the property of all, the Legislature should distribute the annual proceeds of the Surplus portion of that Endowment proportionately among all Colleges which adopt the prescribed standard of education according to the work done.

Resolution, Sixth, Moved by Mr. Humphrey Snell, seconded by the Reverend Thomas Hadwin:—

That, in accordance with the foregoing facts and views, this Convention adopts the Memorial to the Legislature which has now been read, and petitions for such modifications and alterations in the University Act of 1853, as shall secure the distribution of the Surplus of the University Funds among the several Colleges which shall become affiliated according to the amended University Statutes of 1853.

Resolution Seventh, Moved by Mr. J. B. Detlor, seconded by Mr. Charles Hugill:—

That the Memorial adopted be signed, in behalf of this Convention by the Chairman and Secretary and forwarded to the Member for this County to be presented to the Legislature.

7. Owen Sound District College Convention, March 12, 1861.

Upon motion, a Committee was appointed to prepare a Programme of business for the Convention.

The Committee reported a series of Resolutions, which were read and considered seriatim.

1. *Resolved*.—That this Convention views with great regret the present unsatisfactory condition of the University System of Upper Canada, and deplores the fact, that, after so long a time, and notwithstanding so much discussion, there should yet prevail principles and practices at variance with the rights and privileges of a large portion of the people of Upper Canada.

2. *Resolved*,—That this Convention strongly repudiates the notion which some parties have attached to the present movement for University reform, as though it involved a return to the exclusive Denominational System of University Education in King's College, existing before 1859, and, after the full discussion of the past two years, avows its equal disapprobation of excessive Denominationalism, and the secular monopoly of the Toronto University College, and also denounces the position of Upper Canada College, as alike impinging our Grammar School System, and conferring no special benefits on the Youth of the Country outside of the City of Toronto.

3. *Resolved*,—That this Convention views with strong disapprobation the Expenditures of the University Endowment, which have taken place, professedly under the University Act of 1853, but, in reality, in opposition to its express provisions, and deeply regrets that the Income Fund should have been reduced by a disappropriation of its proceeds for purposes not contemplated by the enactments of the University Law of 1853.

4. *Resolved*,—That, as the fact referred to in the foregoing Resolution have been substantiated before the Select Parliamentary Committee of the last Session of the Legislature, this Convention trusts the evidence will be laid before the Legislature and the Country, and that measures will be adopted to limit the Expenditure of Toronto University and University College, and, thereby, prevent the wasteful and partial Expenditure of the University Endowment.

5. *Resolved*,—That, while this Convention approves of the existence of one Non-denominational University, constituted in respect to the several Colleges that are now, or hereafter may be, established in Upper Canada, it nevertheless entertains the conviction that the most clear and explicit legislation possible is necessary in order to secure the impartiality required. As from past experience there exists no ground for supposing that justice will be done to other Colleges except by the obligations of law.

6. *Resolved*,—That this Convention concurs in the principle of affiliation of the various Colleges with the National University, as most likely to secure a standard of education, and promote the culture of our youth according to that standard; but, at the same time, this Convention asserts the rights of the several University Colleges as such, to an equitable share of the Surplus of the University Endowment, provided that they adopt the same standard of Education, as shall be prescribed by the Senate of the National University.

7. *Resolved*, That this Convention cordially adopts the Memorial to the Legislature, based on the sentiments contained in these Resolutions, and authorizes the Chairman and Secretary to sign the Memorial in behalf of this Convention, and that it be forwarded to Mr. Jesse T. Purdy, M.P.P., with the request that he present the Petition to the Legislature.

8 *Resolved*, That the proceedings and Resolutions of this Convention be published in the *Owen Sound Times*, and other local papers in the bounds of the District, and also in the *Christian Guardian*.

9. *Resolved*, That this Convention expresses its strong regard for Victoria College, and resolves to sustain its operations with vigour, and earnestly hopes that its pecuniary claims on the Church and the Country will not only be acknowledged, but cordially supported by liberal contributions, commensurate with the necessities of that most excellent Institution.

It was then moved by Mr. Peter Lenfesty, seconded by Mr. Samuel E. Legate, that the Resolutions as a whole do now pass, and that the Memorial be adopted, which was carried unanimously.

8. The University Question in the Peterboro District.

Moved by Mr. Peter Pearce, seconded by Mr. Edward Patterson, and,

Resolved, That the Members of the Peterboro District Meeting cordially concur in the action of the Conference in memorializing the Legislature on the University Question, advocating the rights of all Denominations to an equal share in the Surplus Funds to be appropriated by the Legislature for Collegiate education, and they would urge the agitation of the Question by the diffusion of information on the subject, securing, as the result, the united co-operation of the Laity throughout the Province.

II. THE PRESBYTERIAN CHURCH (OF SCOTLAND), REPRESENTING QUEEN'S UNIVERSITY, 1864.

Report to the Synod of the Board of Trustees of Queen's College.

It is with renewed pleasure that the Trustees of Queen's College embrace the opportunity afforded by the Meeting of Synod, to submit a brief Report upon the present position and operations of the important Institution entrusted to their care, together with full information as to the finances of the College. In these Documents they will endeavor to show that, while the training Institution for the Ministry is keeping pace with the growth of the Church, and thus strengthening of its claim upon the cordial support of the Synod, the benefits conferred by Queen's College are far from being confined to the Youth passing through her Theological Halls, but are now felt in every profession and by every class in these North American Provinces.

During the Session recently brought to a close, the number of young men studying for the Ministry has been larger than in any previous year, a fact which cannot fail to be gratifying to the Synod and Church. The Theological Hall embraces seventeen Students, an increase of six over last year, and in addition to these there are twenty-two young men in the Arts classes now prosecuting their studies with a view to the Ministry, making a total of forty who hope, in due time, to be presented for Ordination.

The following statement will show the number of Students in each of the four Faculties:

Faculty of Arts	47
Faculty of Theology	17
Faculty of Medicine	89
Faculty of Law	24
	177
Deduct attending more than Faculty	8
	169

The Preparatory School continues to be an efficient auxiliary to the College, and is attended by forty-five Scholars.

At the commencement of the College Session the Trustees had the pleasure of welcoming to the scene of his future labours the Reverend Principal Leitch, D.D., and they cannot better express their satisfaction with the appointment than by stating that Doctor Leitch has more than realized those high expectations which the College and Church were led to entertain of his qualifications and fitness for the important office committed to him.

In addition to high standards of mental qualification which the Church wisely requires, before admitting to the Sacred office, the Principal has introduced a System of practical training for the duties of the Ministry, from which the Trustees venture to hope for the most satisfactory results. The Theological Students have had missionary and other duties regularly assigned to them during the Winter.

These practical duties are discharged under the immediate superintendence of the Principal, who frequently accompanies the Students, takes part in the services, and, by his advice and example, affords instruction of a most useful kind. The services thus rendered are highly prized by those who attend at the various stations, but they are even more important to the Students trained in this manner for the active duties before them in their future career, and whose services are thus early drawn forth and cultivated. A large number of the Students will this year seek openings as Catechists, under the direction of Presbyteries of the Church, a course rendered necessary by the wants of destitute Congregations, and without which many of the scattered adherents of the Church would be lost to her communion. For this sphere of labour the practical instruction afforded during the Winter will greatly tend to qualify our Students, and render them even more useful to the Church at large.

During the past Winter the organization of the College has been completed by the formation of a Law Faculty, the expense of which the Kingston Bar have liberally engaged to bear. Three Lecturers have been appointed, one of whom, the Honourable Alexander Campbell, presides as Dean over the instruction of the Law Students. Two of the Lecturers, Messieurs J. J. Burrowes and G. W. Draper, deliver regular courses of Lectures in the College, while the Dean presides over a Moot Class in the Court House, at which legal questions are argued as before a Judge, and decisions given. In the Law Faculty the Students proceed to the degree of LL.B., which qualifies them to a certain extent for the Bar.

Queen's College is now the only one in British North America with a full equipment of the various Faculties of Arts, Theology, Law and Medicine. Three of these Faculties are largely attended by young men belonging to other Churches, among whom no complaint was ever yet heard of sectarianism in the course of instruction. The wisdom of the founders of the College in placing it under the control of Members of the Presbyterian Church of Canada, in connection with the Church of Scotland, has, at the same time, been proved by the confidence with which Parents of other Churches send their Sons to the Institution, in the full persuasion that, while no interference with their peculiar belief will be attempted, the whole course of instruction

and discipline will tend, in the highest degree, to the cultivation of good morals and sound Religious principles. Upon this fact, not less than upon many others, does Queen's College base her claim for a more just and equal distribution of the Surplus of the munificent Endowment hitherto monopolized by the so called non-sectarian University of Toronto, the benefits of which are chiefly confined to the City from which it derives its name.

It may not be unimportant to state, as marking the growing influence of the College, that a Botanical Society was formed in connection with it during the past Session, which has been accepted by the Naturalists of Canada as the Society for the Province. Although yet in its infancy, the success of this Society has been most gratifying, and the Trustees feel that they are greatly indebted to the zeal and scientific attainments of the Secretary, Professor Lawson, for this happy result. The most distinguished Botanists of Great Britain, British America and the United States have contributed papers and sought the aid of the Society in the pursuit of scientific investigations, and part of the first year's Volume of Transactions is now published.

Another important acquisition during the Winter is the Astronomical Observatory, which has been transferred to the College by the subscribers and Corporation of Kingston. A grant in aid of this has been obtained from the Provincial Legislature, and Mr. Airey, the Astronomer Royal of Greenwich, has promised his valuable services and co-operation. The prospects of the Observatory are such as to give good cause for hope that it will contribute in no small degree to the cause of astronomical research, in addition to cultivating a knowledge of this most important Science among the Youth of Queen's College.

While thus mentioning the new and valuable accessories to the ordinary course of instruction as Queen's College, the Trustees have again to express their regret at the incomplete state of the College Library and Museum. A few valuable additions have been received during the year, but much remains to be done to render this important department worthy of the place which it should occupy in the University. The Trustees trust that their want in this respect will kindly be borne in mind by the Ministers and Members of the Church, whenever opportunities occur of procuring much needed contributions.

The care of the Bursary Scheme having been confided by the Synod to an active Committee, whose report will be duly submitted, the Trustees need not here attempt to prove the usefulness of this scheme. Although deeply grateful for the liberality of many of the Congregations and Members of the Church, the Trustees cannot refrain from giving expression to the earnest hope that many who have not yet contributed will do so at an early day. To the appeal which was made at last Synod, and repeated by special Circular in January, but few Congregations have yet responded and the much needed aid afforded to many most deserving Students for the Ministry has been far too restricted in consequence.

His Royal Highness the Prince of Wales left a pleasing memento of his visit to Canada, as well as an expression of his interest in the education of Canadian youth, by the gift of Two Hundred Pounds currency to the College. This has since been funded, and the interest will be annually appropriated as a Bursary, bearing the name of the Royal Donor, and made subject of competition among the Students.

Much attention has lately been given throughout the Province to the munificent Endowment for Collegiate Instruction in Upper Canada, hitherto monopolized at Toronto by the University and College there, to the total exclusion of other deserving Institutions. Full information on this important question, and as to the just claims of Queen's College for a share of the funds thus, in good measure, misappropriated, or wastefully squandered, has been widely circulated throughout the Church. It is hoped that Ministers and Members of the Church will give this most important matter their earliest attention, as the effort to obtain a more just and equal distribution, the Surplus of these funds is one in which the Church has a strong interest, not only

on account of Queen's College, but also for the advancement among all Denominations in this Province, of the cause of higher education.

During the winter, the work of instruction has been steadily carried on, and in the Faculties of Arts and Theology, which come more directly under the notice of the Board, the past Session has been distinguished by the harmony and good feeling which prevailed. The Trustees take this opportunity of expressing their high satisfaction with the whole course of instruction, and more especially their deep obligations to the able and zealous Professors, whose unwearied labours have tended so much to elevate Queen's College, and to benefit the youth within her walls. The conduct and progress of the Students have also been most pleasing, and no record of discipline has been needed in any of the Faculties.

In conclusion, the Board of Trustees commend this rising College to the fostering care of the Church, and to the sympathy and aid of her Ministers. In many ways can this be afforded. Few young men decide upon a College course, or upon studying for the Church, without seeking the counsel and guidance of their Ministers. Parents especially are open to such influence, and many a young man of piety and high promise would now be filling a position of usefulness in some of our vacant Congregations had the path to it and the duty of it been faithfully pointed out. If the Church is to keep pace with the Religious requirements of the Presbyterian population of Canada, the College Halls must send forth Labourers fitted for the work. The Trustees thankfully acknowledge the attention which was given to this important question at last meeting of Synod, and, while earnestly urging Ministers to keep the call to preach the Gospel before the minds of their Congregations, they would also respectfully give expression to the necessity for wide discrimination in keeping back such as, from want of physical, mental, or Religious, qualifications, are unfitted for the spiritual care of Congregations. Let the Institution further have a place in the prayers offered up in the House of God, as well as in the Families and Closets of all who seek the prosperity and welfare of the Church. If we constantly pray that the Lord of the Harvest may send forth Labourers into His Harvest, it is surely our duty to seek the advancement of an Institution which is the direct agency employed to train up such, and also to implore the Divine Blessing upon its operations, and the outporing of the Holy Spirit upon its Youth.

KINGSTON, April, 1861. JOHN PATON, Secretary to the Trustees.

The following copy of a Petition to the Legislature was adopted by the Board of Trustees:

TO THE HONOURABLE, THE LEGISLATIVE ASSEMBLY IN PARLIAMENT ASSEMBLED:

The petition of the Board of Trustees of the University of Queen's College Humbly Sheweth,—

1. That your Petitioners made application last Session of Parliament, praying for a Parliamentary enquiry into the management of the University of Toronto and the public University Fund for Upper Canada, under the Act of 1853, and for the repeal, or amendment, of that Act, which had failed to secure the ends for which it was designed.

2. That the evidence taken before the Select Committee of Parliament last Session on this subject, and printed for the information of your Honourable House, fully substantiates what your Petitioners then stated.

3. That your Petitioners therefore, confidently rely upon the justice and wisdom of the Legislature to bring to an end a system so inevitably productive of unseeming hostility between different Seats of Learning, and, in itself, so detrimental to the best interests of the Country.

4. That your Petitioners, as representing Queen's College, in which it is well-known that the instruction in the different departments is as thorough as in any other University College in Canada, have no doubt that your House will take such measures, either with, or without, the incorporation of the several Colleges in one University for Upper Canada, as shall give for secular education in each a just share of a fund intended for all,—shall leave no room for unfounded pretensions on the part of any, but fairly test the merit of each, and shall tend best to diffuse the benefits of University Education throughout the Land. And your Petitioners shall ever pray.

GENERAL FINANCIAL STATEMENT OF THE INVESTMENT FUND OF THE UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.

Royal Charter	$3,107.37
Apparatus, Furniture and Books	7,474.50
Shares, Debenture, Mortgages and Lands	98,630.82
Bank Shares	1,898.20
Medical Faculty	213.75
Bursary monies, etcetera	4,821.38
Grand Total	$116,146.11

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY COLLEGE UNIVERSITY, 1861.

PROCEEDINGS OF THE COUNCIL OF TRINITY COLLEGE.

January 15th, 1861. Letters were read from Professor Bovell, to the Bishop on the subject of the Resolution of the Corporation of the 4th December last, acquiescing in the same, and resuming his duties in the College.

Resolved, That the Chancellor, the Provost, Mr. Lewis Moffatt and Mr. G. W. Allan, be a Committee on the University Statutes for the year.

Resolved, That the Bishop, the Reverend H. J. Grassett and Mr. G. W. Allan be a Committee on Discipline for the year.

Resolved, That the Provost, Vice Provost, Professor Hatch, Mr. Justice Hagarty and Mr. G. W. Allan be a Committee to arrange as to the investment and proceeds of the £200, given on certain conditions by the Prince of Wales on his recent visit.

The Committee on allowance to the Vice Provost, in place of furnishing lodgings, reported, that the sum of £1.10s should be allowed to him per week, for same. Adopted.

The Bursar was directed to pay Messieurs Hodson and Company their account for $125.63 for Museum Cases, etcetera.

Professor Hind, presented to the College his Work, (on the Red River Country,) in Two Volumes. The thanks of the Corporation were directed to be sent to him.

The Chancellor handed in a Letter which he had received from Mr. Richard Reynolds, late Student in the College, on its being read, it was,—

Ordered, That the same be referred to a Committee, composed of the Chancellor, the Reverend H. J. Grasett and Mr. G. W. Allan, who reported the following as an answer thereto, which was adopted, and ordered to be sent to Mr. Reynolds:—

The Corporation of Trinity College have received, through the Chancellor, a Letter of complaint, addressed to them by Mr. Reynolds, and have given to its contents their careful consideration.

May 7th, 1861. The thanks of the Corporation were ordered to be sent to the Reverend Canon Wordsworth D.D. in England for five copies of his Greek Testament, Part One.

Ordered, That Mr. G. Nesbitt's Scholarship, from October, 1859, to October, 1860, be increased by £5.

Notice was given by the Provost of the following Rule. "That any Student, holding a Scholarship in Arts, who shall fail to satisfy the Examiners in any annual College examination, or in previous Examinations, shall forfeit his Scholarship from the end of the Term, in which such Examination shall be held.

The Bursar handed in a list of the Mortgages, which had been placed in the hands of the Provost for Messieurs Whitaker and Woolbert of London, as collateral security for the Loan of £1,000 Sterling with which to erect the Provost's House. Approved.

Ordered, That the Corporate Seal be attached to a Deed to Mr. Joseph James for the East half of Lot Number Thirty-two in the Sixth Concession of Zorra, sold for £300, of which £50 were paid down, and the balance to be paid in five annual instalments, with interest at nine per cent.

The Bursar submitted a draft Deed from the Trustees to the Corporation of the College Lands, when it was ordered that it be sent to the Reverend H. J. Grasett, one of the Trustees of the College.

Several applications for the Lands in Enniskillen having been read, Professor Hind was requested to inspect the Lands, with the view of ascertaining the effect which the discovery of oil there had on their value.

The Bursar informed the Council that the £200 given by the Prince of Wales had been received by the Bank of Montreal.

A Letter from Mr. Reynolds to the Chancellor was read, when Mr. Justice Hagarty gave notice of Resolution on the subject for next Meeting.

June 4th, 1861. The Bishop of Huron informed the Council that he had nominated the five following Gentlemen as Members of Corporation from the Diocese of Huron, who subscribed the usual declarations and took their seats videlicet, the Reverend Messieurs Brough, Sandys, Caulfield, Boomer and Marsh.

The Provost brought up the matter of Scholarships, of which he gave notice at the last Meeting, when it was,—

Resolved, That any Student who shall, after this date, be admitted to any Scholarship in Arts, and shall fail to satisfy the Examiners in any annual College Examination, or in the Previous Examination, shall forfeit his Scholarship from the end of the Term, in which such Examination shall be held.

Resolved, That the Reverend A. J. Broughall be retained as Classical Master, with a salary of £125 per annual from 1st of October, 1861.

The Committee named to arrange the best mode of applying the proceeds of the £200, given by His Royal Highness the Prince of Wales, reported, that they recommend that the proceeds of the same be given as a Prize for the encouragement of the study of the English Language, Literature and History, and that, with this object, an Examination be held every second year, open to Graduates who have completed one year from their residence in the College, and that the first Examination be held in October, 1862. The Report was adopted.

The Bursar was directed to write to Mr. Strathy to say, that the offer made by him to perform certain duties as Organist, for a remuneration, could not be accepted.

The Bursar was directed to pay Mr. Sefton the sum of £25 for giving instructions to the Students in singing during the Academical Year 1860-1861.

Ordered, That the Annual Advertisement, as to Scholarships, etcetera, be published in the Newspapers.

With respect to the Lands in Enniskillen, the report of Professor Hind was read, when it was ordered that the Lots there be advertised for sale, and that Professor Hind's expenses of $31 be paid.

Ordered, That the thanks of the Corporation be sent to Mr. Carruthers for a copy of Bullinger's Decades.

Ordered, That Mr. Cleary's Matriculation Examination at the University of Toronto be allowed to him in Trinity University.

The Bishop of Huron gave the following notice of motion: Whereas two Letters have been recently published by the Provost of Trinity College avowedly with the approval, and under the authority of the Corporation; and whereas these Letters contain many things which appear, to a large number of the Members of the Church throughout the Country, to be highly objectionable; and whereas the approval and authority of the Corporation thus claimed for these Letters are calculated to alienate the minds of the people from this University, and to destroy all confidence in it, as a sound and safe Institution for the education of the youth of our Church, in the Protestant principles of the Church of England, therefore be it,—

Resolved, That this Corporation regrets that these Letters should have been published, by its authority, and, it desires distinctly to record that it does not hold itself in anywise responsible for the opinions maintained in them.

Resolved, That, the Corporation having heard read Mr. Reynolds Letter, addressed to the Chancellor, and by him laid before the Council, must decline re-opening the enquiry into that Gentleman's failure to pass his Examinations:—While willing to make every allowance for the disappointment of an unsuccessful Student, the Corporation cannot impose upon itself the task of investigating a series of vague charges, couched in language of uncalled for bitterness, imputing the most improper motives to the Officers of this Institution.

THE SYNOD OF THE CHURCH OF ENGLAND OF THE DIOCESE OF TORONTO ON THE UNIVERSITY QUESTION, 1861.

1. Letter from Archdeacon T. B. Fuller to the Reverend Doctor Ryerson.

Having long felt that our Church should take the course which the Wesleyan Methodists and the Church of Scotland have taken in the matter of "University Reform," I have given notice, that I will move the Synod of this Diocese, at its approaching Session, to petition the Legislature to do us justice in this important matter; I have reason to believe my Motion will be carried by a very large majority, certainly of the Clergy.

Our action will greatly aid you and your co-workers in this good work, and I should hope insure its complete success. There is one aspect, in which I am particularly anxious for action on the part of our Church at this particular time; and that is, in regard to its bearing on the approaching general election. I think it very important that Members of our Church who may be Candidates, when asked by a Wesleyan Methodist, or a Member of the Church of Scotland, how he would vote on this question, if returned to Parliament, should be able to say that our Church is entirely with them in this matter. Such a proceeding on our part will, I trust, draw a good many votes from the ranks of the Opposition to that of Reform, if your People can only be induced to view this important Question in its true light.

No doubt the Honourable George Brown will be decidedly against any change in the University law and the Wesleyan Methodists in the Reform ranks will have to choose between following his dictation and the twice avowed policy of their Conference and also the voice and the view of every advocate of that policy in the Connexion. . . .

My deep interest in the Question will, I trust, plead sufficient apology for my troubling you with this Letter, which is written with the hope that, by judicious advice to the Members of the Wesleyan Church through the *Christian Guardian*, or otherwise, they may be induced to vote only for such Candidate as will carry out your views on University Reform, which you have expressed on this important question.

Thorold, June 1st, 1861. T. B. Fuller

PROCEEDINGS OF THE SYNOD OF THE DIOCESE OF TORONTO ON THE UNIVERSITY QUESTION, 1861.

The Reverend Doctor T. B. Fuller, moved that the Synod petition the Legislature so to amend the University Act of 1853, XVI Victoria, Chapter 89, and to provide such Funds from [the Surplus of] the University Endowment, and other public sources, as will enable the Members of the United Church of England and Ireland to sustain their College in full efficiency, without endangering the Christian principles on which they believe a Christian education should be conducted,—without interfering with the Charter of Trinity College in any respect; without endangering any property belonging to it, arising from private sources, and without lowering the standard of education established in that University. Doctor Fuller supported the Resolution in an able address. The Reverend Mr. Bleasdell seconded the Resolution.

Mr. S. B. Harman moved in amendment that a Committee be appointed to petition the Legislature to amend the University Act of 1853, XVI Victoria, Chapter 89, by making such changes in the Constitution of the Senate of the University of Toronto, and in the appointment of Examiners, and in such further and other ways, as will tend to elevate the standard of University Education, and provide such aid from public sources as will enable the Members of the United Church of England and Ireland to participate in a comprehensive scheme of University Education, without surrender, or compromise, of their distinctive principles; without interfering with the Charter of Trinity College, or endangering the property belonging to it arising from private sources. Doctor Bovell, in seconding the amendment made an effective speech.

The Reverend Professor Hatch, of Trinity College, moved a further amendment to Doctor Fuller's motion, substituting for the words "Funds provided by the University Endowment, or other public sources," the words "from Funds provided from public sources." He believed that the time had arrived for the friends of Trinity College to agitate the question involved in Doctor Fuller's Motion, and that, if a Grant were procured for Trinity College from the Public Funds, it would satisfy every Member of the Church of England.

The Bishop expressed his opinion upon the subject before the House which he said he had long under consideration. He was, however, willing that the Synod should appoint a Committee to watch the course of events in Parliament, and, if necessary, take action on behalf of the Synod. He was also willing to ask the Legislature for a nonconditional Grant to Trinity College, but would consent to no Governmental inspection, or interference with that Institution whatever. The same objection had been expressed by the Coajutor Bishop elect, and he was glad that their views in the matter were so nearly identical.

The Reverend Professor Hatch said that it would avoid difficulty, if the views expressed by the Bishop, and generally concurred in by the Synod, were embodied in one Resolution. He had, therefore, prepared the following Motion, which he hoped would be accepted:—"That a Petition be presented to the Legislature at its next Session, praying for aid to Trinity College, for the purpose of completing its Building and further extending its usefulness." This Motion was carried unanimously.

Mr. Harman then moved the following: "That a Committee be appointed to watch the course of Legislature, with reference to University education, and to endeavour, under the direction of the Bishop, and by conference with the Members of the Legislature, or the Government, or with any other Religious Body, so to guide and mould it, as to make it most consistent with the interests of the Church of England, and the improvement of Provincial University Education.

This resolution, which was seconded by Doctor Bovell, was carried, and a Committee on the subject was appointed.

(Note. Resolutions on the subject of the alleged erroneous Theological teachings of Provost Whitaker of Trinity College were passed by the Synod of the Church of

England of the Diocese of Huron, but, being local and personal in their character, are not inserted here).

IV. THE ROMAN CATHOLIC CHURCH, REPRESENTING BYTOWN COLLEGE.

REPORT OF THE COLLEGE FOR THE YEAR 1860.

Number of English Students	90
Number of French Students	50
Number of Students received gratis	20
Total	160

The Finances of the College, 1860.

Value of the land properties belonging to the Institution	$ 6,000
Value of the Buildings occupied by the Institution	40,000
Value of the household property	9,000
Value of the Library	1,200
Value of the Physical Apparatus	800
Total amount	$57,000
Total amount of the debts of the Institution	$20,000
Students' Pensions	$ 8,000
Government Grant	1,400
Various Donations	1,600
Total Revenue	$11,000
Ordinary expenses, for the year ending December 31st, 1860	10,000

This Report is certified to be correct, and signed by me, in my capacity of Superior, and in the name of the Administrative Body of the Bytown College.

OTTAWA, 2nd April, 1861. J. H. CABARET, A.M., Superior.

CHAPTER XXI.

REPORT OF THE SENATE OF THE UNIVERSITY OF TORONTO,—INCLUDING UPPER CANADA COLLEGE, AND UNIVERSITY COLLEGE, 1860.

REPORT OF THE SENATE OF THE UNIVERSITY OF TORONTO FOR THE YEAR 1860, INCLUDING THAT OF UPPER CANADA COLLEGE.

TO HIS EXCELLENCY THE RIGHT HONOURABLE SIR EDMUND WALKER HEAD, BARONET, GOVERNOR GENERAL OF BRITISH NORTH AMERICA, AND VISITOR OF THE UNIVERSITY OF TORONTO:

May it please your Excellency,

The Chancellor, Vice Chancellor and Senate of the University of Toronto, have the honour to submit their Annual Report for 1860.

The progress of the University, during the past year, has continued to exhibit, by the steady increase in the number of Students, the growing desire of the youth of the Province to take advantage of the facilities for a liberal education, which the University Endowment supplies.

2. The action of the Legislature during the last Session, by curtailing the privileges which a Degree confers upon Students entering the Profession of the Law, might reasonably have been expected to have made some reduction in the numbers of those who sought our Degree; and, as we, at the same time, increased both the length of the Course of Study, and the difficulty of the Examinations in the Faculty of Law, there has been some falling off in the number of our Students in that Faculty. Nevertheless, there has been, upon the whole, a larger number of Matriculants than in any former year.

3. The total number of Students in the several Faculties who passed their Examinations in the year 1860, were 206, against 192 in 1859. The number admitted to Matriculation were 73 in 1860, against 62 in 1859.

4. The most important part of our labours this year, has been in connection with the Financial position of the Endowment under our charge. This discontinuance of the Imperial Grant to Upper Canada College of one thousand pounds sterling, has necessitated a reduction of the staff of Masters, and of the emoluments of those who are retained. We trust that the Statutes, which we have passed for this purpose, will enable us to keep the Expenses within the Income for the future; but, as it was necessary to make Retiring Allowances to the Masters whose services were dispensed with, we cannot hope to avoid some over-expenditure during the current year.

5. We have had no less anxiety with regard to the Finances of the University itself. The Expenditure upon the new Building, Library and Museum, had already necessarily reduced the Capital of the Endowment, whilst many extraordinary expenses arose on the first occupation of the new Building. At the same time it was reported to us by the Bursar, that a considerable amount of the sales made during the late high prices of Land could not be relied upon as a source of certain Income, and the reduction of the rate of interest upon Government Securities, in which most of our Permanent Fund is invested, threatens to make a large and constantly increasing reduction in our available Income. When we became aware of these facts, we endeavoured, as far as it was within our control, to reduce the Expenditure chargeable on the Income Fund, and we have passed Statutes reducing our Expenditure in proportion to the estimated reduction of Income; but over the Bursar's Office the Senate has no control. We have already represented the circumstances in a Memorial to Your Excellency, and we trust that, during the present year, such action may be taken by Your Excellency's Government, as will place the whole Expenditure on a satisfactory footing, and that a definite Annual Sum, or a definite proportion of the entire Income, may be assigned to the University, within which it will be our duty to limit our Expenses.

6. We have the honour to append to this Report the Reports of the Directors of the Observatory, and of the Committee on Upper Canada College, together with the Class Lists of the University for the year 1860. All of which is respectfully submitted.

Countersigned, THOMAS MOSS, Registrar. ROBERT E. BURNS, Chancellor.

(NOTE. The Report of the Director of the Observatory was not printed by the Legislature and cannot, therefore, be inserted here. The Class Lists being in full detail and voluminous are also not inserted here).

REPORT TO THE SENATE OF THE UPPER CANADA COLLEGE COMMITTEE.

1. The Committee on Upper Canada College beg leave to Report to the Senate, that during the past year they have specially directed thir attention to such changes in the organization and distribution of the Educational staff, as seemed calculated to insure the efficient working of the College, with its greatly reduced Income, consequent on the withdrawal of the annual Parliamentary Grant. A special Report of the Committee, submitted by them to the Senate on the 4th of June last, was made the basis of a University Statute afterwards introduced, which, as subsequently modified,

in accordance with the indication of the wishes of the Governor-in-Council, has been passed, and is now in operation. It is the confident hope of the Committee that, with the powers which that Statute confers on them, of providing for the fulfilment of the duties of the Third Classical Master, by means of an Assistant, at a reduced salary, they will be able effectively to meet all the requirements of the College, until the number of Pupils shall be found greatly to exceed what it has been in recent years.

2. The Committee had occasion, in the Reports of former years, to refer to the partial and growing success of their exertions for the effective substitution of other modes of discipline in lieu of corporal punishment; and having, at length, for the most part, seen these in full operation, in place of the highly objectionable practice of caning, which formerly constituted the chief, if not the only mode of correction, alike for failure in lessons and for moral offences. The Committee, at their last Meeting in December, adopted a Resolution, requesting each Master "to state what have been the effects, on the discipline and moral tone of the School, of the abolition of corporal punishment, except in cases of grave moral offences, since detention after school hours, and other substitutes for such punishment have been introduced." It is with much satisfaction that the Committee have to report that they have received replies from each of the Masters of the College, nine in all, in which, without a dissentient voice, they express their approval of the change as a great and manifest improvement. The Reverend Doctor Scadding remarks:

"The establishment of rational and moral modes of government in an entirely new School, starting with the understanding that there shall be no corporal punishment, must be an easy thing compared with their sudden introduction in an old and differently based Institution, retaining the same hands working on the same material; but, the experiment has, I think, succeeded among us, and the proverbial difficulty of the first step having been so happily surmounted, I give my suffrage heartily in favour of the improved system."

Mr. Wedd states that:

"The new system has worked admirably, so far as regards those Boys who first entered College under it. As to the Boys trained under the former method, with the exception of only three, or four, instances of Boys who, being of a coarse, forward, or trifling, temperament, do not seem as yet to have fully appreciated their altered position." He is also of the opinion that "the change has been satisfactory and has had a tendency to produce a kindlier feeling of the Boys towards their Masters." He also adds with reference to studies, "that the Boys are progressing at least as well as before—perhaps better."

Doctor Barrett states that:

"The discipline is fully equal to that which obtained under the former system, and the moral tone of the School has been materially improved;" and he expressed his "sincere thanks to the Committee for their perseverance in the introduction of a system which, when faithfully carried out, is found to lessen the difficulties of the Teacher."

These are the sentiments of the oldest Masters in the College, with the exception of the Principal, whose continued preference for the maintenance of corporal punishment, alike in cases of failure in the prescribed Studies, and of those of a moral delinquency, necessarily rendered the introduction of the better system of moral suasion a work of greater difficulty for the Committee. The sentiments of the other Masters accord with those already referred to.

The Mathematical Master, Mr. Brown, after stating that even had the new system proved no better than the old, in its direct results, he should have considered the change an improvement, thus proceeds:

"Judging, however, from the experience I have had, I am of opinion that a higher degree of success has been obtained by the abolition of corporal punishment; that while at least as much work as before can be got out of the Boys, their behaviour has been rendered more orderly, their dispositions milder, and their feelings towards Masters more kindly."

Mr. Thompson briefly says: "I have much pleasure in stating that the discipline and moral tone of the School have been greatly improved since the abolition of corporal punishment, and the introduction of confinement after school hours." Doctor

Connor, Mr. Evans, Mr. Schluter, and Mr. Dodd, all concur in giving their testimony to the efficient discipline and good moral tone of the School under the new system.

3. In the earlier steps by which the Committee endeavored to carry out their purpose of displacing corporal punishment by a system which should appeal to better and higher motives of conduct and exertion than the mere fear of the rod, they had to encounter some prejudices and difficulties, such as were inevitable in effecting so important a change in a long established Institution, like Upper Canada College, but now that these have been thus happily surmounted, they feel peculiar satisfaction in being enabled to report the cordial and hearty approbation awarded by the Masters to the new system, after giving it a fair trial. Without their willing co-operation, no new system could be introduced with success, and the Committee feel that it reflects great credit on the staff of Teachers, to have thus cordially lent their aid in giving a fair and impartial trial to a system, which inevitably involved both difficulty and trouble in the first stages of its introduction.

4. The Committee invite the attention of the Senate to the accompanying Financial Report, and, at the same time, beg to call their attention to the fact, that while the Income of the College has been reduced to the extent of eleven hundred Pounds per annum, by the withdrawal of the Parliamentary Grant, the reduced Expenditure is still to a great extent prospective. By the recently enacted Statutes of the Senate, the number of Teachers and the amount of Salaries have both been reduced, with the view of adapting the Expenditure to the diminished resources of the Institution. But the Resolution of the Senate, which continues the Salaries of the retiring Masters another year, delays the immediate reduction of the Expenditure, and will render the most rigid economy in every Department indispensable, in order to prevent the accumulation of arrears, such as it is to be feared are unavoidable during the current year, notwithstanding all the exertions of the Committee and the Principal, with a view to prevent so undesirable a result.

Annual Report of the Council of University College for 1860

May it please Your Excellency,

The College Council have the honour to present their Annual Report for the year 1860.

2. As University College has now been in operation without Legislative amendment of its Constitution for eight years—a period longer than the existence of either of its predecessors, King's College, or the University of Toronto—it seems a proper occasion to review its progress from its origin, and to ascertain whether it is accomplishing the objects for which it was established.

3. In order that this retrospect may be more clearly understood, it will be necessary to give a brief account of the action of the Legislature relative to the Institutions which preceded it.

An Historical Retrospect of University Education in Upper Canada from 1827 to 1860.

4 In the year 1827, a Charter was granted by His Majesty King George IV., for the establishment of a University at York, (now Toronto,) under the designation of "King's College," and, in the following year, the Institution was endowed by Patent with a portion of the Lands which had been previously been set apart by his Majesty George III. for educational purposes.*

5. To this Charter strong objections were made, both in the Legislature, and out of it, on the ground that it gave exclusive privileges to the Church of England. After some years of contention, an Act was passed in 1837, whereby these privileges were

*See pages 211-226 of the First Volume of this Documentary History.

removed; and, under this Statute, King's College was brought into operation in 1843, and conducted until December the 31st, 1849.† In 1850, a new Statute came into force, whereby the Faculty of Divinity was abolished, other important modifications effected, and the designation changed from "King's College" to that of "The University of Toronto."‡ Under this Statute, the Institution was conducted until April, 1853, when another Act was passed, whereby the University was divided into two Institutions, one retaining the title of "The University of Toronto" and the other was styled "University College, Toronto."¶

6. The first of these Institutions is formed on the model of the University of London, its functions being limited to prescribing subjects of examination for Degrees, Scholarships, Prizes and Certificates of Honour, examining Candidates therein, and conferring such Degrees and distinctions.

7. Accordingly it has no Professor, or Teacher, in any Faculty, Department, or Branch; nor does it afford any instruction to its Students in the Courses which it prescribes. If they desire to attend Lectures, they must resort to other Institutions; or, if they desire to pursue their Studies under Tutors, or without any assistance, they are at liberty to do so. All that the University professes to do for them, is to test their proficiency in the appointed subjects at the appointed times, and to confer Degrees, Scholarships, Prizes, or Certificates of Honour, on those to whom these distinctions have been awarded by its Examiners. The Institutions in which the Course of instruction prescribed by the University may be pursued are noticed in the following Sections of the University Act of 1853:—

XVII. "And, in order to extend the benefits of Colleges and Establishments already instituted in this Province for the promotion of Literature, Science and Art, whether Incorporated, or not Incorporated, by connecting them, for such purpose, with the said University, all Persons shall be admitted as Candidates for the respective Degrees of Bachelor of Arts and Master of Arts, to be conferred by the said University of Toronto, on satisfying the Chancellor, Vice-Chancellor and Members of the Senate, by proper Certificates, that such Persons have, in any of the Institutions hereinafter mentioned, gone through and completed such Course of Instruction as the said Chancellor, Vice Chancellor and Members of the Senate shall, by Statute to be made, as aforesaid, from time to time, determine; and the Institutions in which such Course of Instruction may be completed shall be those hereinafter mentioned, that is to say:—All Colleges in Upper and Lower Canada, Incorporated by Royal Charter, or by the Act of Parliament of this Province, or of either of the late Provinces of Upper and Lower Canada, and such Institutions, Corporate, or Unincorporated, as now, or shall hereafter be, established for the purposes of Education within the Province, which the Governor of this Province shall, from time to time, prescribe to the said Chancellor, Vice Chancellor, and Members of the Senate, under his Hand and Seal at Arms."

XVIII. "And for the purpose of granting the Degrees of Bachelor of Medicine and Doctor of Medicine, and the improvement of Medical Education in all its branches, as well in Medicine as in Surgery, Midwifery and Pharmacy, and for the purpose of granting the Degrees of Bachelor of Laws and Doctor of Laws respectively, the said Chancellor, Vice Chancellor, and Members of the Senate, shall, from time to time, report to the Governor of this Province, through the Provincial Secretary, what appear to them to be the Medical Schools and Institutions, or the Law Schools and Institutions, whether Corporate, or Unincorporated, in this Province, from which, either singly, or jointly with other Medical, or Law, Schools, or Institutions in this Province, or in other parts of Her Majesty's Dominions, or in Foreign parts, it may be fit and expedient, in the judgment of the said Chancellor, Vice Chancellor, and Members of the Senate, to admit Candidates for Degrees in Medicine, or in Law, and, on approval of such report by the Governor, shall admit any Person to Examination as a Candidate for the respective Degrees of Bachelor of Medicine, or Doctor of Medicine, Bachelor of Laws, or Doctor of Laws, to be conferred by the said University, on his satisfying the said Chancellor, Vice Chancellor, and Members of the Senate that such Candidate has therein gone through and completed a Course of Instruction during such period as they shall, by Regulations in that behalf, determine; and it shall be lawful for the said Chancellor, Vice Chancellor, and Members of the Senate, from time to time, with the approval of the Governor to vary, alter and amend any such Reports

†See Chapters II and IV of the Third Volume of this History.
‡See Chapters VIII and IX of the Eighth Volume of this History.
¶See page 117 of the Tenth Volume of this History.

by striking out any of the said Institutions, or Schools, included therein, or by adding others thereto; and all Institutions from which, under this, or the next preceding section, Students may be examined for Degrees, shall be said to be affiliated for that purpose to the said University."

8. The power of conferring Degrees is limited to those of Bachelor of Arts, Master of Arts, Bachelor of Laws, Doctor of Laws, Bachelor of Medicine, and Doctor of Medicine, and is further restricted by the provision "after Examination," so as to exclude Honorary Degrees. A standard of qualification is prescribed in the terms "it may not be inferior to that adopted for a like Degree, Certificate of Honour, in the University."

9. Such is one of the Institutions into which the University of Toronto, as established by the Act of 1849, was divided by the Act of 1853. The other is University College, Toronto, a separate and distinct Corporation, with no power to confer Degrees, or to prescribe subjects for Examination for Degrees, but authorized to teach

"Such Sciences, Arts, and branches of Knowledge, as the Council, shall, by their Statutes in that behalf, from time to time, determine such Statutes being consistent with Statutes of the University of Toronto as regards the prescribed subjects of Examination: provided always, that there shall be no Professor, or Teacher of Divinity, in the said College; and that, after the first day of January, One thousand eight hundred and fifty-four, there shall be no Professorship, or Teachership, of Law, or of any of the branches of Medicine, or Surgery, except in so far as the same may form part of a general System of liberal Education."

10. All Persons holding any office in the College are appointed by the Governor of the Province "after such Examination, inquiry and report as he shall consider necessary, and shall hold office during his pleasure," but,—

XXXIV. "No Religious Test, or profession of Religious Faith, shall be required of any Professor, Lecturer, Teacher, Student, Officer, or Servant, of the said College, nor shall Religious Observances according to the forms of any particular Religious Denomination, be imposed on them, or any of them; but, it shall be lawful for the Council to make such Regulations, as they may think expedient, touching the moral conduct of the Students and their attendance on Public Worship in their respective Churches, or other Places of Worship, and their receiving Religious Instruction from their respective Ministers, and according to their respective forms of Religious Faith, and every facility shall be afforded for their doing so."

11. As the function of the University is to examine, so the office of the College is to teach, and, in discharging this office, it is restricted by the Provincial Statute of 1853, and by the Statutes of the University. It has no Course of Study in Divinity, Law, or Medicine, and, accordingly, it has no Students in those Faculties. There are such Students belonging to other [Theological] Institutions who attend its Lectures, but those Lectures are on subjects which form parts of the course for Students in Arts. Even in this provision for Students in Arts, it is limited by the Statutes of the University, which prescribe the subjects of Examination in that Faculty. It may, and does, do more than is appointed in them, but its paramount duty is to prepare its Students in the University requisites for Candidates for the Degree of Bachelor of Arts. In discharging the duties of instruction, the College employs ten Professors, one Lecturer, and one Tutor. They conduct the work of instruction by Lectures, and test the knowledge acquired by the Students of those Lectures by two Examinations, one at the end of each of the two Terms into which the Academic Year is divided.

12. The legislative power is vested in the College Council, of which the President and Professors are *ex officio* Members, but no Statutes framed by that Body have force until approved by the Governor of the Province, as Visitor.

13. The present Visitor is His Excellency the Right Honourable Sir Edmund Walker Head, Baronet, Governor General of British North America; and the present President is the Reverend John McCaul, LL.D., who is also Professor of Classical Literature, Logic, and Rhetoric.

14. The Professorship of Meteorology and the Tutorship in the Greek and Latin Languages have been established by Statute of the College Council. The Professor

of Meteorology is also Director of the Magnetical Observatory, and receives only one-third of his Salary from the Funds of the College. With a similar view to economy, the Classical Tutor also discharges the duties of Registrar of the College

Graduates. During the seven years from 1854 to 1860, the number of Students of University College who have obtained Degrees, has been 56; and the number of Degrees conferred on them has been 89; M.D., 1; M.A., 27; LL.B., 5; M.B., 3; and B.A., 53.

Students. The regular Students of the College are those who have passed the Matriculation Examination in any University in Her Majesty's Dominions, or in this College. In addition to these, non-matriculated Students are permitted to attend any Course of Lectures which they may prefer, with the consent of the respective Professors. Within the last five years, the non-matriculated attendants on Lectures, have been divided into two classes, denominated "Students" and "Occasional Students;" the latter term is applied to those who attend but one Course of Lectures; the former, to those who attend more than one. Important advantages have arisen from the admission of non-matriculated Students, as many have been enabled to avail themselves of instruction in the subjects which they desired to cultivate, who must have been excluded, if passing the Matriculation Examination had been requisite preliminary.

The following Table shews the past and present condition of the Institution, so far as relates to the number of the Students:—

	Matriculated.		Occasional.	
	Students.	Students.	Students.	Total.
1854-1855	28	2	80	110
1855-1856	35	...	110	145
1856-1857	37	17	72	126
1857-1858	56	32	104	192
1858-1859	63	32	73	168
1859-1860	80	39	69	188
1860-1861	129	37	59	225

Of the 129 Matriculated Students, 95 were Undergraduates in Arts and 2 Bachelors of Arts; 4, Matriculated Students in Arts and Medicine; 1, in Arts and Agriculture; 1, in Medicine and Agriculture; 4, in Civil Engineering; 2, in Agriculture; 19, in Medicine, and 1, in Law.

Of the Students of the present year, 1860-1861, numbering in all 225, 59 have their permanent residence in Toronto; 153 reside in different parts of Upper Canada; 7 in Lower Canada; 2 in Nova Scotia; 1 in Bermuda; 1 in Trinidad; 1 in New York; 1 in Edinburgh.

The following are the varieties of their Religious Belief:—

	Matriculated Students.	Students.	Occasional Students.	Total.
Free Presbyterian Church	27	23	13	63
Church of England	37	4	11	52
United Presbyterian Church	17	5	3	25
Wesleyan Methodists	18	2	3	23
Church of Scotland	11	1	2	14
Other Presbyterians	3	...	7	10
Protestants	...	...	6	6
Church of Rome	2	1	1	4
Baptists	3	...	1	4
Congregationalists	2	1	...	3
Christian	1	...	...	1
Disciple	1	...	...	1
Jew	1	...	...	1
Lutheran	1	...	...	1
Plymouth Brethren	1	...	...	1
Quaker	1	...	...	1
Reformed Presbyterian	1	...	...	1
Unkown	2	...	12	14

Of the 37 Students, 24 attended courses of Lectures in two different Departments; 10 in 3; 2 in 4; and 1 in 5.

Matriculated Students in Arts, Civil Engineering, or Agriculture, are required to reside, during the period of their attendance on Lectures and Examinations, in the College, or in such Private Houses as have been selected by their Parents, or Guardians, or approved by the President of the College.

The maximum number of Residents in the College, during the Academic year, 1860-1861, has been 42; and the minimum number during the same period, 23.

Regulations.—The following are the Regulations relative to Resident Students:—

1. The Resident Students are under the immediate charge of the Dean of Residence, Professor George Buckland.

2. Each Student, on entrance, is required to sign his name in the Dean's book to a declaration, that he will conform to the Statutes and Regulations relative to Resident Students.

3. Resident Students shall wear their Caps and Gowns during Term, both in and outside of the College.

4. They shall regularly attend the Morning and Evening Prayers of the College, unless exempted from so doing, in consequence of the objections of their Parents, or Guardians.

5. They shall regularly attend their respective Places of Worship on Sundays.

6. No Students shall be absent from the College after the closing of the Gate, unless by permission of the Dean.

7 No Stranger shall remain in the Building after twelve o'clock at night.

The Dean is authorized to impose Fines, varying from 20 to 100 cents, for infraction of Regulations, insubordination, or disorderly conduct; the amount of which Fines shall be applied to making additions to the Books, or Papers, in the Reading Room of the Students.

10. The authority to suspend is vested in the President, and that to expel, in the Council.

11. Hours: 7. a.m., Morning Bell; 8 a.m., Prayers; 8.15 to 8.45, Breakfast; 12.50 to 1.10 p.m., Luncheon; 5.30 p.m., Dinner; 8 p.m., Prayers; 8.15 to 8.40 p.m., Tea; 8.40 p.m., Evening Bell; 9.15 p.m., Gate Closed.

12. Students may occasionally invite their friends to any meal, having previously entered their names in a Book kept by the Bedel, to whom they shall pay the charge fixed for such meal.

13. The Officers of the College and non-resident Students can purchase from the Bedel tickets for meals.

14. The Fee, payable by Resident Students, including all charges for Tuition, Board, Room-rent, and use of light and fuel in Public Room, is Three Dollars and a Half per week.

Religious Instruction: Circular of Dean of Residence in regard to Religious Instruction.

As your Son purposes coming into residence in this College, I desire to inform you, that it is the wish of the Council, that, where there is no conscientious objection, all the Students under their charge should be present in the Hall at daily Morning and Evening Prayers, with the reading of the Scriptures. It is also their wish that the Students should regularly attend on Sundays, their respective Places of Worship, and receive such other Religious Instruction as their Parents, or Guardians, may desire. I have to request that you will be so good as to let me know, whether you desire your Son to attend such Daily Prayers in the College, and that you will also mention the Minister under whose charge you wish to place him.

The Council will afford every facility for the carrying out of your intentions, and with this view, will exercise such control over your Son, during his residence, as may be best calculated to effect your wishes. In the event of your not informing me of your desire on the subject, the Council will assume that you have no objection to his being required to attend the Daily Prayers of the College, and will exercise an oversight as to his attendance on the ministrations of a Clergyman of the Denomination to which he belongs.

Course of Study.—The Course of Study adopted in the College has been regulated conformably to the XVIIth and XXXIInd Sections of the Provincial Statute of 1853, whereby the Course of Instruction, determined by the Statutes of the Chancellor, Vice Chancellor and Members of the Senate, is made obligatory on Affiliated Institutions sending Candidates for Degrees, and the College is restrained from passing Statutes inconsistent with the Statutes of the University of Toronto, as regards the prescribed subjects of Examinations. The College Course, accordingly, contains those prescribed subjects; and the Matriculated Students of the College are required to attend Lectures on all such subjects as are declared necessary by the University of Toronto for Students

of their respective standings. The College Lectures, however, in some cases, comprehend subjects which are not included in the University Course; whilst, on the other hand, there are some subjects appointed by the University on which there are no Lectures in the College, as there are no Professors, or Teachers, in those Branches.

The Course of Study pursued by Candidates for the Degree of B. A. extends over four years, and comprehends the following branches:

Greek and Latin; Mathematics, pure and applied; Natural Theology and Evidences; English, French, Chemistry and Chemical Physics; German, Italian, Zoology and Botany; Ethics and Metaphysics; Spanish, Mineralogy and Geology; Civil Polity; Hebrew, Chaldee, Syriac and Arabic; Meteorology; History and Ethnology.

All Matriculated Students in Arts are required, at some period of the Course, to attend Lectures and pass Examinations in all the subjects above stated, with certain exceptions. . . .

As the Course of Study for each year would be too heavy, if all the branches were required, certain Options are allowed by the Statutes of the University, after the first year, both to Pass and Honourman.

The Course of Study in the Department of Civil Engineering includes Mathematics and Natural Philosophy; Chemistry and Chemical Physics, Mineralogy and Geology; and English and French.

The Course of Study in the Department of Agriculture, includes Principles and Practice of Agriculture, History and Diseases of Farm Animals; Chemistry; Zoology and Botany; Mineralogy, Geology and Physical Geography; and English.

Terms.—The Academic Year consists of two Terms; the first extending from October 1st to December 22nd; and the second from January 3rd to May 18th. Formerly there were three Terms, separated by Vacations, but this was found to be so inconvenient to the Students by the expenses which this division involved, and by causing the chief Examinations to take place in one of the warmest months of the year, that it was deemed expedient to compress the necessary period of residence within two Terms. This has been effected, but the number of Lectures has not been diminished. Another motive for this arrangement was, that it enabled those Students, whose circumstances rendered it necessary for them to devote a part of the year to obtaining funds by teaching, to avail themselves of appointments as Masters, or Tutors.

During the present year, 1860-1861, there have been 25 weeks of Lectures, exclusive of the time devoted to Examinations. This number is greater than that appropriated during the time when the year was divided into three Terms, and considerably exceeds the period of necessary attendance in the University of Oxford, or Cambridge, or in the Queen's Colleges, Ireland, whilst it is a little longer than the Session in the University of Edinburgh.

Lectures.—The Lectures given in the College vary according to the character of the subject, and to the attainments of the Students. Some are Prelections, read or spoken, and generally illustrated by Apparatus, Specimens, Diagrams, or Maps; some consist of Recitations on the part of the Students, followed by Examination; others are in the form of Dictation; and there are not a few examples of the combination of the different modes which have been noticed. The Professors, in fact, discharge not only Professorial duties, but also, those that appertain to the public and private Tutor. In all cases, in which it is possible, there is a division of the Lectures, with a view to the wants of those who are, and those who are not, Candidates for Honours; in other words, those who desire, and those who do not desire, to devote themselves specially to the mastery of certain branches. The Council have adopted this division, not only from their own conviction and experience of its value, but also, because it has been found so useful in the highest Educational Institutions of the United Kingdom, that it may now be regarded as their uniform system. In older Universities there is, in addition, the special instruction given by private Tutors to those who can afford to avail themselves of their services; but, in this Country, there is not only a paucity of Teachers

qualified to discharge such duties, but there are comparatively few who have the means to remunerate them; and the inevitable result of neglecting to make provision for Lectures to Candidates for Honours by the Collegiate Staff, must be to give an unfair advantage to wealth in the competition for Academic distinction.

In order that the provision for those who are, and those who are not, Candidates for Honours, may be clearly understood, a Synopsis of the number of Lectures in each year, for each class of Students, is subjoined:—

	Pass Men.	Honour Men.
First year	21	8
Second year	20	9
Third year	18	11
Fourth year	17	17

With the object of affording complete information relative to the Instruction which is given in the Institution, the Council will now proceed to a detailed statement of the subjects of Lectures during the year. But first,—

Daily Prayers.—On each day of Lecture the following Prayers are read at 10 o'clock:

"O Lord God, the Fountain of Light and Truth, from Whom cometh every good gift unto man, and from Whom are derived all our powers and faculties, bless, we beseech Thee, our labours and studies in this College. Preserve us from indolence, carelessness, and self-conceit; vouchsafe unto us diligence, patience, and a love of truth, and grant both to those who teach and to those who learn, that, whilst engaged in the discharge of the duties of Time, they may ever be mindful of the more important interests of Eternity; and that through Thy Grace they may so order their thoughts, words, and actions, as to aim not merely at the welfare of themselves and their fellow-creatures, but also at Thy honour and glory. And this we humbly pray in the name and for the sake of Thy Son, Our Saviour, Jesus Christ."

"Our Father, Which art in Heaven, Hallowed be Thy Name. Thy kingdom come. Thy will be done in earth, as it is in Heaven. Give us this day our daily bread. And forgive us our trespasses, as we forgive them that trespass against us. And lead us not into temptation; but deliver us from evil: for Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

"The Grace of Our Lord Jesus Christ, and the love of God, and the Fellowship of the Holy Ghost be with us all evermore. *Amen.*"

Lecture Rooms and suitable hours will be set apart for the Religious Instruction of Students, by Ministers of their respective Denominations.

Lectures are given twice in the week by the Professor of Metaphysics and Ethics, in Natural Theology and Evidences of Christianity to Matriculated Students in Arts of the first year.

Lectures are also given by the Professor in Logic and Rhetoric. The Text Books in the former are Walker's edition of Murray's Logic, and Thomson's Outline of the Laws of Thought. In the latter, the subject during the present year has been "The Orations of Æschines and Demosthenes on the Crown."

He also gives a special Course of Lectures, in Classical Literature, on "Latin Epigraphy."

The Classical Tutor, (in accordance with the usage in University College, London,) receives a Class of Candidates for Matriculation, to whom he gives instructions.

Examinations are held, at the close of each Term, in the subjects of Lecture during that Term. All Matriculated Students of the College, in Arts, Civil Engineering, or Agriculture, are required to attend Examinations in every department, or branch, prescribed by the University of Toronto, as necessary for Students of their respective standings.

The Candidates who present themselves are arranged according to the proficiency which they have manifested, in three Classes, and are also placed in each Class according to merit. The first two Classes are for Candidates for Honours; those who have

only passed the Examination without being entitled to distinction are ranked in the third Class.

The examinations are conducted in the Convocation Hall, and the greatest care is taken to secure accurate results, and to show strict impartiality.

Prizes and Certificates of Honour in each department are awarded to those Students who have been placed in either First, or Second, Class at the First Terminal Examination, and in the First Class at the Second Terminal Examination. The Prize in each department is awarded, and, on the same principle, to that Student, whose standing is highest in comparison of the results of the Examinations.

The number of the Prizes has been determined on the principle that one should be assigned to each branch, in each year, in which it is cultivated. All branches deemed deserving of the encouragement to their pursuit are provided for by offering a reward to the most proficient, and justice required that the competition should be limited to Students having the same Academic standing.

Fees.—In all arrangements relative to Fees, the great object of the Council has been to render the advantages which the Institution offers easily accessible, and to diffuse the blessings of a superior education as widely as possible. With this view, the Professors voluntarily gave up their claim to Fees from those Matriculated Students who are pursuing the Regular Course of Study in Arts, Civil Engineering, or Agriculture. A charge to occasional Students, however, has been retained, trifling in amount but sufficient to suggest the expediency of taking up the full Course as Matriculated Students.

Table of Fees.—The following is the scale adopted for Students and occasional Students, for the Academic Year:—

For all the Courses	$16 00
For three Courses	10 00
For one Course of six, or five, Lectures in each week	5 00
For one Course of four, or three, in each week	3 00
For one Course of two, or one, in each week	2 00

The only other Fees which are payable by the Students of the College, are for Residence. These, including all charges for Board, Room-rent, and use of Light and Fuel in Public Room, amount to Three dollars and a half per week. Each Resident Student is provided with a Separate Room, furnished at the expense of the College, all the Meals are served in the Common Hall, and the only additional charges, incidental to Boarding, are Fuel and Light in private Room, which may be purchased from the Steward at cost price in the required quantities.

JOHN MCCAUL, President.

TORONTO, 9th May, 1861.

CHAPTER XXII.

PUBLIC MEETING AT KINGSTON ON THE UNIVERSITY QUESTION, 1861.

Owing to the failure of the Select Committee of the House of Assembly to arrive at any conclusion in regard to the Evidence laid before it, on the University Question, or to make any Report thereon to the House, the Authorities of Queen's College considered it desirable to hold a Public Meeting on the subject, at which University Men, and Non-University Men, of various shades of opinion, might express their views in regard to the matter. The Meeting was called by requisition on the Mayor of the City, and was held in March, 1861.

The Mayor took the chair at 7 o'clock, and, having constituted the Meeting, said: that, in consequence of an urgent requisition which was received by me, as Mayor of this City, requesting me to convene a Meeting in the City Hall, for the purpose of taking into consideration the subject of University Reform, I have taken the necessary steps for carrying this wish into effect; and I have no doubt that you will receive from Gentlemen who are now present a full exposition of that important Question.

The Very Reverend Principal Leitch's Address.

The Rev. Principal Leitch said—the Resolution which I hold in my hand, reads thus: "That it is desirable that the system of Higher Education established in Upper Canada be rendered more National in its efforts and results than it has hitherto been, and that these objects can be best obtained by means of Collegiate Institutions established in different parts of the Province; and that the apportionment of the [Surplus of the] University Endowment should be made, [as provided by the University Act of 1853,] so as to grant a fair share of public aid to such Colleges."

The public feeling which has led Your Worship to call this Meeting is one that does the greatest credit, not only to Kingston, but to Canada at large. It indicates the growth of a national and patriotic spirit. It is naturally to be expected, that, in the early history of a Country, embracing many Nationalities and Creeds, local interests should for a time predominate over national, and that patriotic feelings should be kept in abeyance by those of a less generous kind,—by mere sectional feelings; but a stranger, like myself, on landing in Canada and mingling with the people is surprised and delighted to find that the spirit of national unity has made such progress, and that the Country has nearly outlived the period of individual and local self-seeking. Were it not for this rising spirit of nationality the spectacle of this large and influential Meeting could not be presented this evening. And happy is it for a Country when such a spirit arises. The growth of patriotism is like the development of a new moral sense, and practices that would be tolerated at an earlier period, are condemned as compromising the national honour. But the national spirit may be strong, and yet it may be long before it gains practical ascendancy over the local and the selfish. It must, generally, conquer every inch of ground before it can repose in triumph. There are usually four stages in the history of a new Country before it achieves a complete nationality. The first is the reign of the individual, when some one possessed of great natural sagacity and administrative ability virtually governs the Country. But this narrow basis cannot last long, and the individual gives way to the reign of the family; but the family compact can only be a very transitory stage. The sphere must still widen, and the family yields to some one dominant City, which, by its commerce, or its population, has gained an ascendancy. We are now passing through the last stage, when the purely local and selfish policy is forced to give way to the national and patriotic.

I mention these stages of national development merely that the University Question may be more fully understood. This Question affords the best illustration of the contest between the good and the evil principle, between the national and the local, the philanthropic and the selfish. The munificent University Endowment was, originally, a Royal Grant of Land, and was a gift to the Province generally. There was no local restriction whatever; but it had to pass through the ordeal of all the forms of local and self-aggrandizing power, so that the Province as a whole has never as yet come into possession of the gift. Act after Act has been passed by the Provincial Parliament to wrest it from the grasp of local power, and consecrate it to its rightful purposes. But however well intended these measures were, some sinister influence always defeated their object. And this vast national Endowment has been employed merely to aggrandise one City, and a very small section of the community.

Some elementary explanations may be necessary to the full understanding of the Question. Much confusion has arisen from not clearly distinguishing between a Uni-

versity and a College. Sometimes they are virtually identical, but, in this Question. it is absolutely necessary to draw a clear line of distinction. When they are distinct bodies, the University is simply the Examining and Certifying body,—the Certificate being termed a Degree. The College is the teaching body. In some cases it is of little consequence, though the University and the College should be one and the same Body. In other cases it is of vital importance that they should be totally distinct. The point may be illustrated by the case of ordinary Schools. If a man sets up a private School of his own, he is both Teacher and Examiner,—College and University; and no harm can result as long as Parents can judge of the efficiency of his teaching. They are really his Inspectors. But suppose the Corporation of Kingston agreed to support a certain number of Schools, and to pay the Schoolmasters according to their efficiency, it would never do to make a Teacher his own Inspector, or the Inspector of the other Teachers. The Inspector must be a party wholly independent of the individual Teachers. In the Universities of Scotland, the University of Dublin, and the Universities of Canada, the University and the College are practically the same, as, in most cases, they are supported by their own private funds. But when Colleges form part of a National Scheme, supported by a State Endowment, it is absolutely necessary that the inspecting, examining and certifying Body should be independent of the Colleges, or, at least, if the Colleges are represented, they must be impartially represented. The University of London is a good illustration of the inspecting body being totally distinct from the teaching Bodies, or Colleges. If the inspecting body be also empowered to distribute the Funds amongst the various teaching Bodies, it is doubly important that it should be so distinct as to be above all suspicion. The University needs no imposing Buildings. It can transact its business in an ordinary Office. Special Buildings are required only for Colleges. The University may meet at any distance from the Colleges. For example, if it was thought necessary, it would be quite possible to affiliate all the Colleges of Canada to the University of London. The Examination Papers could be sent out to Canada, and only one trustworthy Person would be required to see that the Papers were fairly submitted to the Students. The Papers with the Students' Answers would be returned to the University of London, and Degrees awarded according to merit. This plan, while costing only a merely nominal sum, would have given much greater satisfaction and security for impartiality than the plan adopted at Toronto. I do not mean to advocate such a scheme. I hope we will yet see a National University of our own; but I give this illustration to show the nature of the functions of a University. The term Degree, when used in connection with the University of Toronto requires some explanation. The natural meaning of the Degree of M.A. or B.A. is that it certifies that the party has gone through a College Course of Study, and that he has creditably acquitted himself. It does not certify that he is more learned, or wiser than men who have not received a College Education. Its essential character is to certify the fact that he has received a College Education. The non-natural sense of the term Degree, as used and acted upon at Toronto, is that it may apply to men who never were within the walls of a College, or received any College training. The Degree is there merely a Certificate that he has passed an examination, not that he has received a College training. This is a mere question of definition of terms, but the practical and moral question is, has the University of Toronto implemented its engagement by giving Degrees which cost little more than the paper, when it received ample Funds to give the costly substance as well as the cheap symbol, the Education as well as the Certificate? Are not such Degrees illegal by the Statute? The next term requiring definition is Student. I was long perplexed myself, and I know many others who have been similarly perplexed, as to the real state of the attendance of Students. A flood of light is thrown on the matter by the meaning attached to the word Student in the Toronto Returns. According to the natural meaning of the word, a Student at a University is one who regularly attends Classes during the day, and spends his nights in study This is by no means the meaning of the word at Toronto. The Student may never hear a single Lecture, never perform a College

exercise. He may be all the year round a store-keeper in some distant Town. He has only to put his name in the University Books, go through an Examination, receive probably a sum of money in hand, called a Scholarship, and he ranks as a Student.* If he is an industrious young man the £30 may be useful in adding to his Stock in trade; if he be a fast young man it will aid him in leading a gay life, but there is no obligation whatever to submit to any College attendance, or discipline. There is still another novel meaning attached to the word Student. The Reverend Doctor Williamson, as part of the obligation of the College to the Corporation of Kingston, will deliver a short course of Lectures on Astronomy to the public, and it is to be hoped that hundreds of the people will attend. Now if Queen's College imitate the example of Toronto you will be all returned as occasional Students, our Institution will be proved to be in a most flourishing condition! The real test of the state of a University is the number of *bona fide* Students going through a regular Course of College Instruction and proceeding to a Degree in one of the Faculties, and not the number of *quasi* Students, which may be exhibited by novel definitions. I have now to some extent cleared the ground. With these definitions of terms we shall be better able to understand the discussion to-night.

There are two grand essential requisites of a National System of Higher Education; first, that there should be one University with a plurality of Colleges, the Colleges being situated in the most important localities throughout the Country; and secondly, that the Endowment and Affiliation of Colleges should be on the ground of equal religious rights. In short, the basis of nationality is a diversity of Colleges and equality of Religious rights. The necessity of Colleges in different parts of the Country is so obvious that unless it were to cover a misappropriation of the public money, a contrary view would never be thought of. In France there is but one University, but Twenty-six Affiliated Colleges. In Scotland there are four Colleges in different parts of the Country. In England the whole Country is studded over with Colleges. There are about fifty Institutions affiliated to the University of London. The British Government, when lately establishing Colleges in Ireland, did not endow merely one College in a single locality, but they endowed three in different localities, superintended and examined by one University Board; and there is no Country in the World in which the inconvenience of having only one College would be more felt than in Canada. The first essential element of a National System of Education is that there be Colleges in different districts of the Country. But if it is to be a Toronto thing, one College will do. Why should the people of Kingston not have the same advantage as the people of Toronto in getting education cheap, and having their Sons educated under their own eye. The advantage of having Colleges in different centres is shown by the fact, that from the city of Kingston alone, there are upwards of sixty *bona fide* Students attending Queen's College, which is more than one-third of the whole number. Only a small fraction of this number could enjoy the advantage of a College Education were they compelled to go for it to Toronto. District Colleges not only afford an opportunity, but diffuse a taste, for higher education. There are other advantages besides the mere teaching, to which the other University seats have an equal right. There is an excellent Library in the University College, Toronto, to which the people of Toronto have full access. Why should the people of Kingston not have the same advantage? A Museum has been expensively fitted up, chiefly for the benefit of the people of Toronto. These are important educational appliances for the people at large. Why should the people of Kingston not have a similar advantage in connection with her University? And so in regard to the vast sums which go to the benefit of the citizens of Toronto. I do not grudge the people of Toronto their advantages, but I would have them shared with the other University seats.

*By reference to Questions 320 and 466, and also to paragraph number 22 on page 310 of the Fifteenth Volume of this Documentary History, it will be seen that the Scholarships of Toronto University may be held by Persons who never attend that University. See especially the statement of Vice Chancellor Langton on this subject, as given in answer to Question Number 466, on pages 164 and 252, of the Fifteenth Volume of this History.

Again, a plurality of Colleges is absolutely essential for healthful competition.* In commerce competition is healthful, but in Academic Institutions it is far more necessary. There is nothing like competition in education. At Oxford there are Twenty-six distinct Colleges, and if there is room for so many competing Colleges within one square mile, surely there is room for three or four within the two hundred thousand square miles of Upper Canada. To unite the district Colleges into a National Institution, it is necessary that there should be a University Board which should alone have the power of granting Degrees to the Students from the various Colleges. The University Board should consist of but a small number of Persons, so that the responsibility might be greater, and that they should be able to hold their meetings at any of the College seats as might be desired. Or perhaps the simplest plan would be to allow each College with University powers to confer Degrees, but only on those Students who, on the report of authorised Examiners, were declared qualified,—the Examiners being of course supposed to examine the Students at their own College. The manner of carrying out the plan is unimportant, provided no College be allowed to exercise any influence in its own favour, or against the other Colleges.

The other essential requisite of a National University is that an equality of Religious rights should be scrupulously observed. Canada, by her whole history and Constitution, is pledged to Religious liberty. No individual, or Institution, is to be proscribed on account of Religion; all are to be held as qualified to serve the State, and the service of no one is to be rejected because of his Religion. If a Soldier offers to enlist in the Army to fight for his Queen and Country, his services are not rejected on the discovery that he is an Episcopalian, a Methodist, or a Presbyterian. You simply enquire whether his service is needed, and whether he can really give the service required. So in regard to secular education, when an individual offers his services, the only question should be, are his services needed, and can he give the service required. And what holds in regard to individuals should hold also with Institutions. The State in Canada has declared that it does not require Religious teaching; therefore, in the Affiliated Colleges no Endowment can be expected for the teaching of Theology, and where there is a Theological Faculty it must be supported from other sources. But if the Colleges can give all that is required in the way of secular education, why, should they be proscribed for their Religion. The State says,—we want only secular education; our youth must be admitted to all the advantages of the College without any Test; they must be able to take Degrees without any Test; they must have no Denominational teaching, or Religious exercises imposed upon them without consent of their Guardians, and, to secure the widest choice of Teachers, you must impose no Test upon the secular Professors. Now, if a district College agrees to all this, would it not be the worst kind of sectarianism to say—No, you are an Episcopalian, Methodist, or Presbyterian; you belong to a Denomination, and, therefore, we cannot accept your services. No System can be National which ignores the fundamental element of our national liberty—the equal rights of all Denominations. District Colleges and equal Religious rights form the two grand essential elements of a National Education; but there is another principle which ought also to be recognized, videlicet, the principle of aiding localities in proportion as they can aid themselves. Government aid should be given merely to stimulate local effort. This is the principle of the Common School Education of Canada. Government gives merely to supplement local liberality. And why should it not be applied to the higher education? The present existence of so many Colleges raised by voluntary effort, shows that there is sufficient educational vitality in the Province to carry out the principle. The present University Endowment would go a great way indeed, if each locality was bound to contribute in proportion to the sum demanded. If Toronto was to contribute in proportion to its wealth

*See the opinion of Mr. C. F. Adams on this subject, on page 321 of the Fifteenth Volume of this Documentary History.

and importance, it would take a truer interest in the efficiency of its College, and a large sum would be liberated for the diffusion of Academic Education throughout Canada.

When I first turned my attention to the Question I was disposed to lay all the blame upon the Statute, as empowering the University of Toronto to alienate the Endowment from its legitimate purpose. But after carefully examining it, I am convinced that it was conceived in the best spirit, with truly national aims. It was one of the many, but abortive, attempts to rescue the University from its purely local and sectional character, and make it a national and catholic institution. In the University Act of 1853 the voice of the Province protested against the monopoly. All the essential elements of nationality are recognised in that Act. In the Preamble we have the following words:

"Whereas the enactments, hereinafter repealed, have failed to effect the end proposed by the Legislature in passing them, inasmuch as no College, or Educational Institution has, under them, become affiliated to the University to which they relate, and many parents and others are deterred by the expense and other causes from sending the youth under their charge to be educated in a large City, distant, in many cases, from their homes; and, whereas, from these and other causes, many do and will prosecute and complete their studies in various parts of the Province, to whom it is just and right to afford facilities for obtaining those scholastic honours and rewards which their diligence and efficiency deserve, and thereby encourage them and others to persevere in the pursuit of knowledge and sound learning."

Here the necessity of district Colleges is clearly recognized, both on account of the expense of going to Toronto, and on account of its being a large City. The mention of the largeness of the City unmistakeably points to the scruples of parents in regard to the temptations of large Cities, and the experience of all Countries shows that the largest Cities are not the most advantageous localities for a University education.

The University Act is equally explicit as to Religious proscription. It recognizes most fully equal Religious rights. But in endeavoring to pull down the local monopoly of the Funds, two fatal blunders were committed, and to these all the subsequent evils can be ascribed. The first error was in regard to the apportionment of the Endowment. In the first Draft of the University Bill, a provision was made for the affiliated Colleges receiving a certain fixed amount of Endowment. This was altered, probably at the suggestion of some astute Counsellor, who hinted that the other Colleges might get a larger share if they would just allow Toronto to take as much as it needed, and that they would get every farthing of the Surplus. Whoever the Adviser was, he, no doubt, had great faith in the absorbing powers of public bodies, and foresaw that the Surplus would be purely an imaginary quantity. But then, the sum was so enormous that it appeared to be beyond all power of absorption by a single College with a single Faculty, and that Faculty with a mere handful of Students. In the Evidence on the University Question, Professor Ambery, who carefully sifted the matter of Students, found that the average number of *bona fide* matriculated Students in the University of Toronto, for the three previous years was 48. But at the commencement, the number was much smaller. The problem was how to spend the whole Endowment in teaching this handful of Students. The present annual Revenue is about £15,000 or £16,000, but were it not for the immense sums sunk in the University Buildings, and the Lands alienated to the City of Toronto, the Revenue would be about £20,000 yearly. By the University College Calendar, the average annual number of *bona fide* Graduates, that is, Graduates who have actually studied at University College, is 8. At this rate, each Graduate has cost the Country £2,500. That is, the regular Collegiate Education of a single Student has cost about as much as the annual revenue of Queen's College with four Faculties, fourteen Professors and 170 *bona fide* Students. If we take into account the Capital sum squandered, the cost of each Graduate will amount to the enormous sum of £4.300. You can conceive the dismay with which the University contemplated the possibility of solving a problem

which should lead to such an astounding result,—the problem to spend the whole Revenue without leaving a Surplus. At first they failed in the attempt, and there was actually a Surplus.* This Surplus was not handed over to the other Colleges as the Statute required, as there was a growing confidence in their power of spending. There was now a plan adopted by which the solution of the problem was made more practicable, which was to operate upon the Capital, so that the annual sum should not be of an unmanageable amount. Nearly £100,000 of the Capital was at once, and illegally, wiped out by sinking this sum in a vast pile of ornamental Buildings, which were not at all needed. A valuable Grant of Land was also made over to the City of Toronto. This waste of the Capital is going on at such a rate, that if it be not speedily arrested, there will be no National Endowment to distribute, and the Revenue will sink to such a sum that no one will deny that it is hardly adequate to support one College and one Faculty. The problem of the University will thus be solved, but at what a loss to Canada! There is no time for delay if the nation is to rescue any part of this munificent Fund.

While this waste is indeed a serious charge, yet much can be said to mitigate the severity of the judgment of the public. The Statute must bear some of the blame, although it by no means sanctioned the waste of the Capital, which is by far the most serious charge. It was by far too great a temptation for any Corporate Body to make it the judge of its own wants, and to ask it to help itself freely out of the public purse without any limit. If this Corporation has succumbed to the temptation, let us not forget that it was led into temptation by the too generous confidence of the Statute. It is wrong to put too great a strain upon the individual conscience, and doubly so to try too much the Corporate conscience.

The other blunder, that of so constituting the University as to admit of the College being identified with it, facilitated this waste of the Fund. The College was the absorbing medium, and the University, which was simply the College in another character, supplied the Funds for this absorption. The result was such as might be anticipated from human, or rather Corporate, weakness.

Had the other Colleges entitled to the Surplus merely lost their share of the Endowment, the matter would be of comparatively small moment; but the national Funds were employed in such a way as was calculated to ruin them did they not supply a real national want.

To understand how the matter worked, let us again take the illustration of ordinary Schools. Suppose the Corporation of Kingston agreed to aid four, or five, schools in different Wards of the City, and to divide a thousand pounds among them; and let us suppose that instead of employing an independent Inspector and Examiner, they gave the thousand pounds to one of the Schoolmasters and said to him: "Examine your own School, and take as much of the thousand pounds as you need, and when you have supplied your own wants, you can divide the Surplus among the others, according to their efficiency, of which you are the judge." The favoured individual finds that he cannot do with a farthing less than the whole sum, so he goes to his brethren and says that he is sorry he cannot give them any money, but, being a conscientious man, that he is willing to give his opinion of the Schools and Scholars. Would not this be adding insult to injury? But this it not all. Let us suppose that he uses the money to the injury of the other Schools. To maintain his position and his right to the whole sum it is necessary, if possible, to put down the other Schools by drawing away their Scholars, and he uses the money which should have gone to these Schools for the accomplishment of this purpose. He charges no Fees, and he advertises this in the district of the other Schools. This does not succeed, and he advances another step. He not only offers education without fees, but he actually

*By reference to page 79 of the Fifteenth Volume of this Documentary History, it will be seen, from the Letter of the Provincial Secretary, laid before the Senate of the University of Toronto on the 8th of June, 1860, that the Original Grant to Upper Canada College of One thousand pounds sterling, was withdrawn by the Government, and, in lieu thereof, a Grant from the University "Surplus" was made to it. See Note on the subject on page 79.

offers a sum of money in hand to induce Scholars to attend his School. This is certainly strong enough, but there is a lower depth still. Finding that children will not leave their own districts to attend his School, he gives them a sum of money in hand and says: "You need not attend any School at all. If you come to me once in the year, I will hear you say a Lesson. I will give you a Certificate, which will serve your purpose just as well as if you had attended your district School. You may indeed attend a district School, but then I am the Examiner, and I will examine you in lessons very different from, though easier, than those you get at the district School, so that you have a better chance of passing if you don't attend at all." If this plan succeeds, the Scholar who now may be apprenticed to same tradesman, is returned as a scholar to the Corporation, and a plea made out for monopoly. The result of the transaction is, that the injured School loses a scholar, the monopolising School gains a scholar in name, and Scholar himself, while he gains a sum of money, loses his education. We have only to change the Schools into Colleges, and make one of these Colleges, namely, University College, the Inspector, and we have a representation of the actual state of matters. This Institution has not only monopolised the common Fund, but employed it, not intentionally it may be, but yet in such a way as was calculated to ruin the other Colleges, and the principle of monopoly necessitated this. No Fees are charged. Sums of money in the shape of Scholarships are given, (there are sixty at £30 each) to induce young men to attend, and when they will not attend, they may still have the £30, work at their trade in some remote part of the Province, and after a few Examinations, for the *bona fide* character of which there is no proper guarantee, they receive Degrees, although they never were within the walls of the College.* Perhaps the worst feature of the case is, as shewn in the Evidence at Quebec, the lowering of the standard of Education which the unendowed Colleges have struggled to maintain, though strongly tempted to increase their Students and their Fees, by acting otherwise. The rich Corporation, to make out a case for monopoly, must have Students somehow, and it did not scruple to approximate its standard of education to that of the Grammar School, or Commercial Academy, that it might recruit its numbers from the same sources. The money that was meant to elevate education, was thus employed to lower it, and the very principle of the monopoly demanded this. To maintain the monopoly, the University must have a show of Students and to induce Students it not only offers large money inducements but lowers the standard of education.† Unless the other Colleges had some real root in the soil of Canada, they could not have stood till now such assaults. With their limited means they had a sacred regard for the dignity of literature, and they have triumphantly proved that Canada is ready to stand by them in asserting a higher standard than the principle of monopoly will admit of.

One of the arguments found necessary to cover the monopoly of Toronto is that the other Colleges claiming a share of the Endowment [Surplus] are Denominational. Now, it is difficult to see what is meant by this. We deny that they are Denominational in any sense which ought to exclude them from a share of the Grant. There is undoubtedly a Denominational Faculty at Trinity and Queen's College, but no one has asked a share of the Grant for their support. The Faculties of Arts, and Law and Medicine, are quite distinct, and it is only for them that we claim a share of the Endowment [Surplus]. The teaching is not restricted to any Denomination. Students of all Denominations may attend without signing any Creed. There is no Denominational teaching. The secular Professors do not require to take a Test either in Queen's College, or Victoria College. In Queen's College, the number of Professors in Arts, Law and Medicine, not belonging to the Church of Scotland, is greater than the number of those who belong to it. The only Denominational element is that the

*See Evidence of Vice Chancellor Langton on this subject on page 164 of the Fifteenth Volume of this Documentary History. See also pages 310 and 252.

†See Statement on this subject quoted from the Memorial of the Methodist Memorial on page 28. See also page 122.

Board of Trustees are Members of the Scotch Church. But the public have to do, not with the Denomination of the men who offer the article wanted, but with the quality of the article itself. Suppose that Government advertised for tenders for Government Stores, and that the offerers appeared with samples of their goods, would it be just to say to one man: Your Flour is certainly of the best quality, but you are an Episcopalian, and we don't want Denominational Flour; to another, your Broad-cloth is unexceptionable, but you are a Methodist, and we don't want Denominational Broad-cloth. But a third man comes, and being asked his Denomination, says that he is Episcopalian and Methodist, Jew and Mahomedan; that all creeds are alike to him; he is pronounced to be the right man, and a liberal, honest fellow. His Non-denominational Flour and Broad-cloth are passed without inspection, and he is told to charge his own price. Every man would condemn such practice as exclusive sectarian dealing. It is the proscription of a man for his Religion. Now this is precisely the sectarian policy on which the University of Toronto has proceeded in excluding all Colleges from the share of the Endowment [Surplus], except one, which, after all, is a Denominational one,—the Denomination being creedless; and let it be remembered that, of all Denominations, the most bitter and intolerant are the non-religious, or creedless. The Denominations that have established Colleges, and they form the vast majority of the population of the Province, undoubtedly think Denominational Colleges best, but they do not ask the State to endow them because they are Denominational, but because they can do the work required. They say to the State, if you must ignore Religion altogether, carry out the principle fairly. Do not endow the University of Toronto because it has a negative Religious Creed, while you reject the claims of others because they have a positive Religious Creed. Be consistent and exclude Religious grounds altogether. Ignore negative, as well as positive, Creeds. Let the Endowment be solely on the ground of doing the work required, and let the same test of efficiency be applied to all.

It may be argued that although Queen's College is not Denominational in teaching, or in Professors, that, after all, it is, in result, Denominational. Now tried by this test, Queen's College is much less Denominational than University College. From an analysis of Students given in the Evidence on the University Question it appears that one-half of the Students of University College belong to the single body of Presbyterians. The advantage of this munificent Endowment is enjoyed chiefly by this one Body. He did not find fault with this, he was naturally proud of the sagacity of his Countrymen in getting the lion's share and in turning this Endowment to the gratuitous education of their Ministers, while other Bodies have to expend large sums for the support of Colleges. Queen's College was by no means so Denominational in its results. The number of Students belonging to the Church of Scotland, exclusive of those in the Divinity Hall, is only about one-fourth of the whole number. It has been argued in favour of the non-religious character of the system of Toronto, and although Protestant families might send their Sons to a Denominational College, you could never expect Roman Catholics to do this. Now, what is the actual state of the case? Why, that the proportion of Roman Catholics is four times greater at Queen's College that at University College, and this can readily be understood. Any conscientious Roman Catholic would much rather run the risk of having his son's Catholicism shaken at a Denominational College, than have his very Christianity sapped in the cold chilling atmosphere of a religionless College.

While ascribing the failure of the University Endowment to the monopolising spirit of the City of Toronto, it would be but fair to acknowledge the fact that a better spirit is rising there, and that there are many citizens of Toronto who as deeply deplore the whole matter as any true-hearted Canadian can do, and are anxious for a reform. Above all, can we forget that it was a Toronto man who, amidst the bitter and ungenerous obloquy of his fellow citizens had the patriotism to expose in its true colours this scandalous monopoly, which compromised the honour of his native Land, and threw discredit on the cause of learning. The Reverend Doctor Ryerson has raised

an imperishable monument to himself in the Common School System of Canada, and only one thing more was necessary to complete the obligation of a grateful Country. To that task, the reform of the higher education of the Country, he has bent his energies, and he will be untrue to his antecedents if he relax his efforts before he has accomplished his purpose. Before sitting down I would only remark that I have scrupulously avoided any remark that would reflect on the efficiency of the accomplished Professors in University College. Nothing could be further from my purpose than to disparage the teaching in that Institution. Indeed the teaching, even according to the reduced standard, is the great redeeming feature of the whole matter; for one is glad to find something real amid so much that is hollow. I would give the Professors the credit for a desire to have other Colleges placed in a position of fair and honourable rivalry, and I am sure they would be ultimate gainers by submitting to a reform which, by raising the standard of education and extending its influence, would vindicate the honour of the Nation and elevate learning in the estimation of the people.

The Reverend Principal Leitch then moved the adoption of the first Resolution. It was seconded by Mr. John Fraser.

The Mayor having read the Resolution, and put the same to the Meeting, it was carried, with great cheering.

The Honourable Alexander Campbell moved the second Resolution:—

"That the University of Toronto, although monopolizing the ample National Endowment, granted for Higher Education, has hitherto failed to accomplish the object contemplated by its establishment; that no Chartered Colleges have been induced to affiliate themselves to it; that its benefits have been restricted chiefly to Toronto and its neighborhood; and that the entire Expenditure of the National Endowment through it and University College does not reach the people at large, for whose benefit such an Endowment was intended."

Mr. Campbell expressed his pleasure at the interest which was manifested in this question of education by the people of Kingston. It was a great pleasure to those who had to speak, to know that the large audience then before him had been called together by the simple announcement that such a Meeting would be held, . . . They were interested in Queen's College, which exercised an important influence in this locality and throughout the Country, and on these grounds they were interested in its welfare. Its usefulness endeared it to the people of this City and to the people of the Province. The aim of this agitation was to bring home to every family in Canada, so far as may be consistent with a University Education, the benefits of an Endowment intended for the whole of Upper Canada for that purpose. It was not that they wished to obtain a portion of the public money for Queen's College alone, but to diffuse over the whole of Canada the good intended for the whole of Canada. The Resolution with which he had been entrusted was one which required a copious use of figures, and he would now endeavour to show what was the extent of this University Endowment and what might have been done with it. The commencement of this Endowment originated many years ago, in 1827, or 1828. The first Charter for a University was granted by a Royal Charter of His Majesty George IV. on the 15th of March, 1828, which established a University at, or near York, (Toronto), almost exclusively devoted to the interests of the Church of England. . . . . No Religious Test, or qualification was required of Students, except from those in Divinity. To this University of King's College Real Estate was granted, limited to £15,000 per annum. In the real absence then, as now, of any dominant Church in Canada, it was not long before the exclusive character of this College attracted the attention of the people and Government of this Country. In answer to the representations which were sent home, a Despatch was sent out by the then Colonial Secretary, (since Lord Goderich,) dated November 8th, 1832, in which the Legislature was asked by the Crown to consider in what manner the said University could be best constituted for the general advantage of society; and in 1837 the Legislature, " to meet the desire and circumstances of the Colony," abolished the Church of England clauses in the Charter. In 1849 . . the University of Toronto was substituted for King's

College, and the Preamble of the Act making this change, further, but vainly recited, "it was hoped that the evil consequences of frequent appeals to Parliament on the subject of the Constitution and Government of the University would be avoided." Under the new arrangement there was to be no Faculty of Divinity, but Faculties of Law, Medicine and Arts, and all existing Colleges with University powers were invited to affiliate on surrendering all such powers, save in the Faculty of Divinity; and upon doing this they might send a Member to the Senate.—The Act also provided for four Scholarships to each County, two to be endowed by the University upon two being endowed by the County Municipality. In 1853, there occurred another change, and the Preamble of the Act for that year recited for what causes this was undertaken: . . By the University Act of 1853 all other Colleges were recognized; the University was empowered to examine and confer Degrees upon their Students. All the Colleges were to be affiliated, and they were not asked to abrogate their own University powers, but to hold them in abeyance only, and their Students might hold University Scholarships. University College was constituted in the same Act as a separate Corporation. The Governor was empowered to assign such portion of the Lands vested by the Act in the Crown as he might think necessary; and by clause fifty-seven, the Governor-in-Council may authorize such permanent improvements, or additions to the Buildings on the said property as may be necessary for the purposes of the said Institutions respectively. By Section 54 it is provided that any Surplus of the said University Fund remaining at the end of any year, after defraying the expenses payable out of the same, shall constitute a Fund to be appropriated by Parliament for Academic Education in Upper Canada. This Clause was substituted for another in the Bill, which proposed making a specific Grant to existing Colleges in Upper Canada, on condition of surrendering their University powers, the sum to be granted having been left blank.

I will now direct attention to some points in my Resolution.

The truth of the concluding sentence of my Resolution is established by the extract which I read to you from the Despatch of the Home Government. The concluding sentence is that the benefit of this Endowment was intended for the people at large. . . . . As to the ample character of this Endowment, Doctor Leitch has mentioned to you the annual income that might be derived. In addition, I will give the particulars, shewing the amount of Land originally given to the University, the amount of sales and the figures, so that you may judge for yourselves of its ample nature. The original Endowment of the University of Toronto was 226,000 acres, exclusive of 150 [or 160] acres in Toronto. Out of the 226,000 acres there had been sold 201,964 acres for $1,332,375, leaving 24,037 acres, representing a Capital of $168,239, or a total Capital of $1,500,634, besides the 150 acres in Toronto known as University Park. $1,500,000 at 7 per cent. per annum would yield an annual income of $105,000. This Capital of $1,500,634 had been diminished by the Buildings Account of $300,000, and it would require to complete them, say, $10,000; and the Museum and Library, $20,000 or a total of $330,000, leaving the Capital $1,170,634. But to call the capital $1,500,000, at 7 per cent., it would yield annually $80,500.

These figures shew you the noble Endowment originally conferred, not for the benefit of any class, but for the benefit of all classes. That Capital, if it had not been spent in Building would have represented an annual interest of $105,000. But unfortunately for the present generation and for succeeding generations, this large Fund does not remain intact, a part is irretrievably gone. It may give character to Toronto, and I acknowledge, that to a certain extent, I sympathize with the feeling which induces mankind to embellish places of Education, it is a feeling in which we acquiesce; but, with reference to this Fund, and, in this instance, one must acknowledge that the Expenditure has been almost unwarrantable, and indeed, but for certain sanctions of Parliament it would have been wholly so. There has been spent upon the Building account up to the close of 1859, nearly $300,000, and that money which belonged to the whole Country, and which was given for the benefit of the whole

Country, has been spent on the University of Toronto, which may, or may not, give a higher education to those who frequent it. . . . . I make allowance for contingencies. I therefore reduce it to $1,150,000. Even that is a noble Endowment still left at the disposal of Parliament for he purpose of Higher Education. That this is ample we can judge for ourselves, $80,000 a year for the purposes of Higher Education. You know the number of Students of Queen's College, and you know their attainments, and the income of that Institution is only $11,000; and yet if that University has done for higher education what it has with $11,000, what may not be done with $80,000. Victoria College has also $11,000, Trinity College $12,000. Compare the magnificent Endowment of Toronto University with that of any of these Colleges. and compare the results. I have with that view drawn up a brief statement of the number of Under-graduates and the expenditure in a variety of Colleges in Upper Canada, New York and Massachusetts. In Toronto University they return 190 Students as University Students. It is certain that although they return that number, yet there are in the College apparently but an average of 48. But, take the whole Expenditure. There are attending the University either actual Students, or Students from other Colleges, or Persons who do not attend any College, 190, and they have a revenue of $53,658. Leave out Toronto University, and take the teaching body, University College, and they have there an average of 48 students; and the Revenue expended is nearly $40,000, and yet all that is irrespective of the immense sum devoted to the Buildings. . . . .

(Mr. Campbell then proceeded to give a number of interesting statistical details in regard to the Expenditure of other Colleges in the United States and Canada, as contrasted with that of the Colleges at Toronto, and proceeded).

In the original Charter of the University as it now exists, it was intended that there should, be a Surplus. . . . After establishing the University as an examining Body and the College as a teaching Body, it was enacted that any Surplus remaining at the end of the year should constitute "a Fund" to be appropriated by Parliament for academic education in Upper Canada. There is the most conclusive evidence that the expenditure was not to be confined to Toronto, but, that, after a certain sum had been appropriated in that way, the remainder of the Fund was to be distributed over the Province for the purpose of higher education. Now they have gone on year after year expending the money, so that in later years there has been no Surplus. In 1852 there was a surplus of $22,300, that was intended to be expended in other parts of the Province. . . . But instead of giving it to others they carried it to the credit of the Investment Fund; in 1853, the sum of $12,148 was carried to the credit of Surplus Fund. In 1854 they had a Surplus of $13,475, in 1855, $696, in 1856 $1,370, —and after that, first in 1857 no Surplus, in 1858 nothing, and 1859 nothing, and, but for this agitation there never would be a Surplus again from now to the end of the world. This Surplus in 1854,-5-6, would give, were it not otherwise appropriated under the present University administration, a sum of $36,000. The Bursar is asked, where is that money, and he says it is supposed to be lying in the Bank of Upper Canada. . . This is the state of matters we desire to remedy. We cannot be accused of being illiberal in making the effort.

So much for the Endowment; as to the results of this System, we say that it has failed. It was intended that Colleges should affiliate; none have done so. Rightly, or wrongly, People in this Country prefer Colleges connected with Religion, and the Denominations of Canada have taken their stand in this respect. The Church of England has Trinity College; the Methodists have Victoria College at Cobourg; and the Presbyterians have Queen's College, for the same reason; and these Denominations include four-fifths of the People of Upper Canada. You have here then the strongest evidence to shew that the People of this Country do prefer Colleges connected with their various Religious beliefs. . . . Many a man would prefer to send his Sons to a Denominational College, not of his own persuasion, rather than to send them to a

College where no profession of Religion was made. It has failed for these and other reasons. It has failed because of its intimate connection with University College, because the two are identical,—because the whole of the money belonging to the Country has been directed to that channel. It is not possible that any existing College can compete on fair grounds with University College, since it spends most of the University Endowment, charges no Fees for Tuition, spends nearly $6,000 a year in Scholarships, has a Tutor, at the public expense, to prepare pupils for Matriculation, and a Preparatory School at $23,200 a year preparing Students. . . . The leading idea which actuates me in the part which I am taking is this, that the Endowment was intended for all. And I know of no better means than to assist the various Colleges which have shewn the ability and the inclination to assist themselves. These are the channels which the people themselves prefer. . . .

We are not here for the purpose of abolishing Toronto University, or diminishing its influence. We wish to increase it. Neither are we here for the purpose of destroying this munificent Endowment, but of seeing that it goes in the best channels to accomplish the purposes for which it was intended. Neither are we here for the purpose of destroying University College, we are actuated by no illiberal principles towards that College, we are anxious that it should be preserved, that its Endowment should not be taken away. Every one would be ready to give a share to University College. Doctors Cook and Ryerson proposed to give it twice as much as they asked for any other College. University College is national merely in name, because the nation prefers Denominational Colleges. What we aim at is this, not to destroy this College, but to serve the whole and make them useful. We desire that this money should not be used in such a manner as to destroy the Colleges established in various parts of the Country, which it will do if this system is continued. That is the system which we wish to attack, and not to attack either the University, or University College, but to serve them all. . . .

Mr. Alexander Cowan seconded the Resolution, which was put to the meeting, and unanimously carried.

Speech of the Reverend President Nelles, Victoria College, Cobourg.

The Reverend S. S. Nelles said I feel some delicacy, Sir, as I am not a citizen of Kingston, in addressing this audience, and only do so because of the kind and urgent request of the friends at whose desire this Meeting has been called. . . . I am asked to move the following Resolution:—

"That although the Statute of 1853 made provision that the University of Toronto should be separated from University College, the two Bodies are now practically identical, so that the University does not act as a check upon the College; that in any reformatory measure to maintain a uniform standard of education, and secure the efficiency of the Colleges, there should be a central University Board, impartially constituted, or equally connected with the affiliated Colleges."

We have been very much misrepresented during the progress of this University Reform movement. And we have especially been charged with selfish aims. . . . Now, so far from our desiring anything in itself narrow, one-sided, or sectional, we have from the very outset sought to discuss this question on the broadest national grounds. We have not asked anything for ourselves that we have not at the same time demanded for all classes of the community. Indeed the main objection which we have urged against the Toronto system is, that it is not broad enough. What we complain of is the narrowness of the so-called Provincial University, and its consequent inadequacy to meet the public wants. The tendency is nothing less than that of centralising in one single College all the higher education of this great Country. This Resolution very properly refers to the injustice and impolicy of merging the University of Toronto into University College. The University Act of 1853 was conceived, to some extent at least, in a liberal spirit, but the law (defective in itself) has not been liberally administered—wherever the blame may lie. The University of Toronto has become

University College, and University College has become the University of Toronto, and, as matters now stand, the distinction only serves to double the drain on the Endowment, without accomplishing the original design of affiliating the other Colleges. It is against this state of things that we protest, and, whatever the motives of its defenders, the scheme itself is eminently narrow and sectional. It is without a parallel in any other civilised Country. Is England satisfied with one single College? Has she not several Universities and some eighty Colleges? Neither can any precedent be found in Scotland, or Ireland. If you pass to the Continent, in Prussia alone there are no less than six Universities; in Austria, ten; and in the whole of Germany nearly thirty. In New England you find a large number of Colleges, and Colleges certainly not inferior to University College, Toronto. In the little State of Connecticut there are three Universities, and you will not find a single intelligent man in the State that would desire the abolition of any one of them. In Massachusetts there are three Universities, each of which has its own peculiar foundation, and performs its own peculiar work, nor will any one say that the State is not the better for the existence of the three. Such is the example of other Countries both in Europe and America; but Canada, with an immense territory and rapidly increasing population, is to be stinted to one solitary College in Toronto! With the British blood flowing in our veins, in the possession of British liberty and law, endowed with the energy of the Saxon intellect and inheriting the priceless heirloom of the Saxon literature and language, surely the time will come when the people of Canada will require not only one but all the Colleges now established among us!

If these Colleges were not in existence, they would need to be created; now that they are established and have been in successful operation for so many years, it does seem most impolitic and even suicidal to destroy them, or to undermine them by means of one great monopoly. If need be, let them all be united under one common Senate; we have made this proposal; but if it be not accepted, then we must continue to struggle on in our independent existence as distinct Universities.

I would now point out the many advantages of a system of diffussion, as opposed to that of centralisation. It encourages competition; it provides for conflicting views and interests; it renders education more easily accessible; and it tends in various ways to promote the education of a larger number. Hundreds of youths have been educated in Queen's College and Victoria College who would otherwise have grown up in comparative ignorance. This arises in part from the very activity and zeal of the Christian Denominations, as well as from the natural confidence which our people repose in their Universities. One of the Members of the Legislature said to me at Quebec: "You Methodists are everywhere." Sir, it is good for the Country that not only Methodists, but other Religious Bodies are everywhere. They go everywhere, not only to preach the Gospel, but to encourage science and civilization; and it is the wisdom of the State to encourage such co-operation and not to repel it. By means of such assistance the State will multiply a hundred-fold her educated men, and what is more, will guard against the fatal divorce of science and Religion. And no worse calamity can befal any State than that her Men of Science should be generally irreligious; and this must inevitably result in the same proportion as the Religious Persuasions of the Land stand aloof from the chief Schools where Science is taught. . . .

Again, mark the injustice of the existing monopoly as favouring the preferences of one small portion of the community, at the expense of the rest. A very large number of the people of this Country have a deep and long-cherished conviction in favour of Denominational Colleges. They have evinced, and are evincing, their views in the most unmistakeable manner; they are making great sacrifices in support of their honest convictions; they have reared Colleges; they are doing much to sustain them; and they would rather forego their just claim to public aid, than do violence to their principles.—Yet they are just and generous to others. They say let those who prefer University College, have the benefit of it; and let that College be sufficiently endowed;

but they ask for the same justice and consideration to be extended to themselves and their own Colleges. Do they receive that consideration? Are we treated in that fair and liberal spirit which we show towards our Opponents. No, our Opponents say they must not only have a College, but the only College, at least the only Endowed College. These Toronto Professors demand the exclusive right of higher education; they are to be the only authorized instructors of youth. They demand the right of educating not only those of their own way of thinking, but all other classes, Wesleyans, Presbyterians, Episcopalians, Roman Catholics, all must be forced to go to University College, or grow up in ignorance. We say there are "many men of many minds," and let honest scruples be respected. Our Opponents say no, let our scruples be respected, but as for you, you are mere sectarians. And so, all the youth of all the Sects, and of all the sections of this vast Country, are to be coerced into one narrow Academic pen, or else go untaught. This is the drift and spirit of the Toronto system. Is it too strong to say that it is unjust, that it is one-sided, illiberal and intolerant? I do not just now consider the other question, the Religious defects and dangers of the Toronto system. It is possible we may be wrong in our views; we may indulge an excessive fear; but still the majority of the people of this Country are with us in our views, and with us in our fears; or even if we were but a respectable minority, our cherished convictions should not be lightly trampled upon. Much less ought the public purse to be used against us, and the very Endowment which our people in part own, and have helped to make valuable, be employed in undermining our Colleges, and in hiring and alluring from our Halls the youth that are within them. The Religious insecurities of University College, (as involved in its very constitution), I will not, at length, discuss. . . . . Now I do not charge that the Professors of University College are not Religious men, but I do say that the public has no right to ask whether they be Religious men or not, that is, as the College is now constituted. There is an insuperable obstacle in the very basis of the College to any strict, or even legitimate reference to the Religious views of the Professor. The one-college theory can only provide for differences of Religion by Religious indifference. Nor is it any fair reply, that the Professor has no occasion to teach Religion. He may take occasion. The garb of Religious indifference may become the convenient cloak either of bigotry, or of infidelity. You may pervert a young man's faith by a sneer; a sly intimation put in with skill by a Professor of Chemistry, or Natural History, may do the fatal work as effectually as it can be done in any other way. This may not be going on in University College now, but there is no natural, or lawful, remedy for the evil, whenever it may arise! Religiously speaking, the system is utterly irresponsible. Then again, there is the indirect influence of the Teacher. This is, and ought to be, very great; but the greater the worse, if the influence be corrupting. If a Professor be of an irreligious, or heretical, or skeptical, turn of mind, then the more learned he is, the more plausible he is, the more accomplished and eloquent he is, the more he is to be dreaded as an Instructor of youth. I am reminded of the remark of a celebrated German Professor who was wont to spend his Sabbaths in the laboratory, and when asked why he did not attend the house of God, replied, "That is Theology, my department is Chemistry!"

True, there may be no absolute Religious security under any system, but this is scarcely a reason for throwing away the best security we can get; while it is a reason for not limiting the Parents of the land to one single College, and that to a College the least safe of all.

Our Opponents sometimes speak as if we expected all the youth of Canada to be instructed in Victoria College; but we have never set up any such expectation. We claim to be non-sectarian, but we explain what we mean when we say so. Our Lecture Rooms are open to all, without distinction of Creed, and we treat those of other Persuasions in a liberal non-sectarian spirit. The proof of this is to be found in the history of our College. We have conducted our Denominational Institution for more than a quarter of a century, and have educated many youths of other forms of faith,

but no Parent, or Student, has ever yet accused us of tampering with their peculiar Religious views. Thus far we are non-sectarian; but we know well that there are hundreds that would not seek education in Victoria College. It would be most unjust and intolerant to attempt to constrain them to do so either directly, or indirectly. This is the system of University College, Toronto; to its friends belongs the sole honour of its introduction, and to them we leave the duty of defending it. We propose to meet the case of Religious scruples very differently. By an association of all the Colleges, we would give our Collegiate System some diversity, some freedom, some true comprehensiveness, some adaption to the manifold wants and predilections of the whole population. In other words, instead of bending the people to the System, we would bend the System to the people. Can the public doubt which is the more liberal, and the more practicable procedure?

If there were no other objection, this Toronto scheme should be condemned for its simple impracticability. As it does not prevail in any other Country, so it will never prevail in Canada. One College may indeed grasp all the money, but four-fifths of our youth will go elsewhere for education. So far as the experiment has been tried, no progress has been made toward a successful centralization. We do not deny that University College has grown; she might well grow, she has been hired to grow, her roots have been nursed in the rich soil of $100,000 a year. And after all she has scarcely grown more rapidly than the several Denominational Colleges; Colleges that have flourished in the rugged soil of poverty, and that have been in many ways injured by the unfair use made of the very Endowment of which University College has despoiled them. These Denominational Colleges are far stronger and more popular than they were seven years ago, nor is there the remotest probability that the general public will abandon these well-tried Institutions, and fall in with the ambiguous and unreliable experiment now being made in University College. You have recently given new proof of vigorous growth in Queen's College, by the establishment of a Faculty of Law, and I wish you may every day become stronger and stronger, and that your numbers may increase a thousand fold. Even the Baptists and Episcopal Methodists, two churches that appear not to sympathize in the present movement, even these, by erecting Seminaries on the Denominational basis, proclaims the demand of these Bodies for this kind of higher education, and demonstrate the utter inadequacy and impracticability of the opposite scheme, viewed as a scheme for the whole Country. One of two things then is certain, either these Denominational Institutions must be comprehended in the Endowed Collegiate System of the Land, or else we shall have perpetuated in our midst the monstrous anomaly of one College employed to spend the Endowment, and several other Colleges to do the work of Education. A kind of division of labour that may well startle all persons but those Toronto monopolists, who seem to think that a College is valuable and famous in proportion to its Expenditure of public funds. But, such notions, however they may suit the "benevolent" and "patriotic" purposes of University College, find no favour in the eyes of the public at large.

The Venerable Archdeacon Stuart seconded the Resolution. He said: "I am exceedingly pleased to see so large an assembly here this evening to discuss the question of University Reform. The diffusion of a high literary and scientific education throughout this vast Province is very dear to my own mind, having been a Teacher of the first public Grammar School established in the City of Kingston.

The Resolution was accordingly put to the Meeting, and carried with applause.

Mr. Thomas Kirkpatrick, Q.C., said: You have heard a good deal about Universities and Colleges, and you have heard advocated and spoken very highly of, the Common School System, of which the Country may be proud. But there is a connecting link between these two whose claims have not been advocated. I mean the Grammar

Schools, without which the University would be useless. The Resolution which I have in my hand points to one or two things, with reference to the effect of centralization on the Grammar Schools. It reads as follows:

"That it appears from the evidence on the University Question, that Upper Canada College, which serves as a Grammar School to prepare Students for University College, Toronto,—in short, a Toronto Union, Common and Grammar School, enjoyed during the three years preceding 1859, a revenue of Twenty-five thousand dollars more than the sum received from the Grammar School fund by the whole seventy-five Grammar Schools of Upper Canada; and that by the original destination of the Endowment, the City of Kingston has an equal right to a fair proportion for the maintenance of a first-rate Grammar School with a suitable staff of Teachers."

When I first read this Resolution, I thought there was a mistake in it, and it was not until I referred to the Evidence given before Parliament last Winter, that I found it a fact, that, in the three years preceding 1859, Upper Canada College received £75,000. You will say that this is an extraordinary fact; that an attempt should be made to draw all Boys to Toronto to receive their education. I have received Statistics of that School at Toronto. It contains Pupils of all ages. The Upper Canada College has 13 Masters, who receive $15,254 per year. (Various other details were given by Mr. Kirkpatrick, which are not repeated here, as they were substantially given in evidence before the Select Committee at Quebec.)

These are the true facts.—that this money is spent in the education of a few favoured ones at Toronto. What I argue, and what the latter part of this Resolution brings forward, is, that this is not the application of the Fund which was originally intended. Perhaps a great many may not know that as early as 1797, a large tract of land was set apart for the establishing of free Grammar Schools in those districts, in which they were called for, and in due time, of other larger Seminaries. At the present day, the System has been reversed. The Seminaries of a larger and more comprehensive nature, have been favoured, and fostered, but the Grammar Schools have not received that attention which they ought to have received. Very few of them receive an income larger than $700. Now, it is impossible for this sum to furnish a staff of Masters to establish a good Grammar School. Grammar Schools are, therefore, obliged to impose heavy Fees in order to furnish means to pay their Masters. That was not intended in the original Grant, and if the money squandered in Toronto had been devoted to the original intention, I believe that the Universities would now be in a more flourishing condition than they are. Now we are to see how we can mend that matter. I hope there will be Grammar School Reform, as well as University Reform. The Chief Superintendent of Education in Upper Canada, introduced a Bill last year to secure this end, and I hope he will never cease until he establishes the Grammar Schools on a proper and sure foundation. . . . All the exertions that I have been able to make, have been directed to the improvement of the Grammar Schools of this place. We are also endeavoring, to create connecting links between the Common Schools in the Country, and the City Grammar School. We are endeavoring to establish Bursaries in the Grammar Schools, so that the Common Schools may select their best pupils to compete for them. Another object which we have been endeavoring to effect, is the establishment of one good School in this city. Union is strength. Divided we fall. Heretofore we have had two Grammar Schools, one in connection with the University of Queen's College, and the other the County Grammar School. If these two were united, and worked harmoniously, the cause of education would be much better promoted. Colonel Cameron seconded the Resolution, and spoke as follows:

In seconding this Resolution, Mr. Chairman, I would say that if I can render one simple reason amongst all the strong ones already given, why this Endowment should be more generally diffused for the purposes of Education throughout the Province, I shall be glad. At the time it was granted, the whole, over 250,000 acres, would not have sold for much; it is probable no man could then be found that would value it at one quarter of its annual proceeds, about £5,000. It is the rapid progress and the

general improvement of the Country that has enhanced its value. It is the toil of even the poor Immigrant in the Back-woods, clearing his Farm;—the skilful industry of the Mechanic;—the enterprising character of the Merchant;—the improving spirit of our Legislation; all the work of the People alike in every section of the Province. Every mile of Canal and Railroad, every mile of Macadamized Road, whether made by the Government, the Municipalities, Joint Stock Companies, or otherwise,—all at the expense of the people generally,—tend to enhance this Endowment, portions of which are situate in every section of the Province. Why then should that portion of the people living about Toronto alone reap the benefit, while other Educational Institutions in other sections of the Province, are equally deserving?

It appears to me this is a reason for a reform in the application of this Endowment, and I believe that the sooner the maintainers, the aiders and abettors of this mismanaged monopoly voluntarily submit to a fair distribution of [the Surplus of] its financial resources to others having just claims, the more will they themselves benefit by it.

The Resolution, on being put to the meeting was unanimously carried.

The Reverend Doctor Ryerson was next called upon to address the Meeting.

He said I should very ill requite the cordiality which I have received, should I detain you at this advanced period of the night. I may, Sir, congratulate this Meeting, the City of Kingston and the University of Queen's College, upon the accession of a Gentleman to your community, at the head of that Institution, noble in sentiment, of high scientific and literary attainments, with largeness of heart, Christian in character, and philanthropic in spirit. I may also refer to another Gentleman, whom I knew in the days of his youth, and to whom I have listened with surprise and admiration, and on whom I look as one of the future leading Statesmen of this Country. It is an honour to Kingston and an honour to Canada to have such a man, as the Honourable Alexander Campbell.* I may be allowed this personal reference, in consequence of the allusions that have been made this evening. It was intimated by Mr. Campbell that the first Charter of Toronto University was modified. As I have been referred to at that period, (1828), when 25 years of age, in the Pamphlet I wrote on that subject, I may state that I then maintained the views which I now do. I did not wish to extinguish the Church of England, or deprive its Members of the means of educating their youth in their own way, but when the Institution was maintained at the expense of the Country, I held that the Charter should be repealed, or extended. But I shall give examples of this in an intended Reply to a Pamphlet lately published by Mr. Langton and Doctor Wilson, at the expense of the Funds of the University.† Without pretending to any more patriotism than others, I have sought the good of Upper Canada as a whole.; I have wished for the growth of Educational Institutions in Kngston and other parts of Canada, as well as in Toronto, that our Country may rise to the grandeur which I believe to be destined for it by the will of Providence.

Lord Macaulay, in a speech on Reform in Parliament in 1830, mentioned what he called the "bottomless pit of Chancery." I think all who have listened to Mr. Campbell's Statistics this evening, must be impressed that there has been a "bottomless pit" of University expenditure at Toronto.

I have been struck with the entire harmony between the views which have been maintained by the eloquent Gentlemen who have spoken this evening and the fundamental principles of the System of Public Instruction in Upper Canada.

*This reference to Sir Alexander Campbell may be better understood by recalling the incident mentioned on pages 191, 192 of the "Story of My Life," by Doctor Ryerson, in which he mentions the fact that Sir Alexander, when a young Law Student at Kingston, in 1837, copied ("so as not to excite suspicion") Doctor Ryerson's Defence of the Honourable Marshall Spring Bidwell, who was practically exiled from Canada by Sir Francis Bond Head. He explains the circumstances of the case in a Letter to the Editor of this History, dated the 29th December, 1882, and given on page 192 of the "Story of My Life."

†This Reply is contained in the next Chapter, XXIII.

Reference has been made to the fact that the views put forth, and the agitation carried on, are a variance with our System of Public Instruction—that our Schools are Non-denominational, but we advocate Denominational Colleges. Now, there is this little defect in this view, which an inch of mind that can see, or the half inch of heart that can feel, will not fail to detect, and that is, that what is accidental in the System is mistaken for what is fundamental. The fundamental principles of the System of Public Instruction in this Country are, first, the right and duty of every Parent to provide for the Religious Instruction of his own children. That is embodied in the Law, in the Regulations, and in the mode of administrating. Both in the Common School System, it is provided that no child shall be compelled, (and that is the clause in every Charter,) to attend Religious Instruction, contrary to the views of his Parents, but that a Parent shall have the right that such Religious Instruction shall be given to his children as he needs; and that each Denomination is entitled to the School House an hour every week for the purpose of receiving Religious instruction from the Pastor of the Denomination. I have contended from the beginning, and I contend this day, that I would rather see any Religious System of Education in a Country, than a System that did not not recognise Christianity as the soul of intellectual growth. That System is provided in this Country, so that the duty of the Parent and Pastor may be discharged. But for the System to be harmonious and complete, it should be provided that, in that branch of Education which must be pursued by youth away from their Parents and Pastors, provision should be made for their parental and pastoral oversight. Is it so with a Non-denominational College? How can it be provided for otherwise, than by Institutions in harmony with the feelings and obligations of the parents? If, therefore, one principle is to pervade the whole System, the College must provide for the performance of those duties. The Parent can perform these when the child is under his own eye, but can he do so when that child is separated from him by hundreds of miles, and at that period of life, too, when the mind is most susceptible of impressions? Is there to be a System maintained that ignores Religious instruction during the most eventful period of the youth of a Country?

Another principle which lies at the foundation of our System of Public Instruction, is, that throughout the whole System their exists a connection between State aid and local effort, and in this the soul of Public Instruction consists. Not a Common School is assisted, until a certain sum is raised by the Section, and so it is with the Grammar Schools. The only exceptions to this principle is Upper Canada College and University College; and whether these are beacons of warning, or examples for imitation, you can all judge after the statements of Messieurs Campbell and Kirkpatrick. When the Funds for the purpose of giving a higher education to youth are distributed to those who provide themselves with Buildings, select the proper Men as Professors and Teachers,—is not that the true System of carrying out the higher education of a Country? Has it not done good to the Church of England, that these efforts have been put forth? Has it not done good to the Church of Scotland, and done good to the intelligence, the piety and the patriotism of the people of Canada? Has it not enlarged the feelings of the Methodists to conceive and establish such an Institution as Victoria College? When the State is the equal friend and protector of all, then it is that we may expect them all to flourish, because on an equal basis. That is the very basis of our Common School System. The mere fact of a School being Non-denominational, or Denominational, is accidental. The Grants of these Denominational Colleges are also prior to the establishment of University College at Toronto. Their history is older than the monopoly at Toronto. It was on this account that the Methodists were called on to establish Victoria College. It is the desire to assimilate the whole System in Upper Canada. To be sure, you cannot have a College in each locality, but as you co-operate in two small Sections to establish a large Common School, so, in the case of two Religious sections, you may co-operate and have a higher education given to those who must leave the parental abode. What would it avail, if

youth go away to a great distance, and receive a noble education, if they are all the time becoming morally ruined? I have heard of Clergymen who had sent their Sons to a Non-denominational College, say that they had been ruined. We have reports of the moral shipwrecks that have resulted from this Non-denominational System. We who are more advanced in life, know the difficulty of resisting the temptations with which we are surrounded, and how much more difficult must it be for youth, when passions are most potent. Is it right, then, to leave them without Religious Instruction, without the most powerful Religious Influences that can be thrown around them? And is there a Christian Parent in this Assembly who would not rather have a plain education for his child, with the principles of Christian truth instilled into his mind, than any attempt at a refined education, entirely destitute of those Religious and moral influences that constitute the very basis of society. It has been said you have sectarian and Denominational instruction. What does that imply? and what do the pretenders of such imply? It is a denial of their Faith. What is the history of a Country, but the history of the Religious Denominations of that Country? What is the Christianity of a Country, but the Christian Denominations of that Country? And what would be the history of Canada without regard to its Religious Denominations? No professed Christian can pretend to do away with Denominational Instruction, without being hypocritical. If Religious Instruction is good on the Sabbath, is it not good on the week-day? Is it bad to have youth under those influences on the six days of the week, as well as on the seventh? And every Parent who desires his children to be imbued with these feelings, will feel the obligations on him to provide his children with those influences every day, every hour, when they are away from the protection and sympathy of a Mother's heart, and a parental fireside. This is the very principle on which we proceed. And one word more. The British Government proceeded to establish the Queen's University of Ireland; but had they been actuated by a Toronto spirit, they would have erected but one College there; yet they erected three Colleges in different parts of Ireland. But, while there was centralization in the University authority, there was dispersion in the agencies of communicating the education. In the London University, the words of the Charter are, "to encourage all classes and Denominations." And in France, while there is one University in Paris, there are thirty-six Colleges in different parts of the Empire. It has been said if the State grants aid to Denominational Colleges, the Roman Catholics must get a share, or it would be an injustice. I think I may appeal to the history of the past in proof that I am the last man to yield to unjust Roman Catholic pretensions; but I hope I am the last man to do injustice to Roman Catholics or any other class of citizens. If the Roman Catholics do the work done by Protestant Colleges they are entitled to aid as well as others. It is better for the people to be educated in some Faith than in none at all. The principle on which the people of this Country have proceeded is, equal rights to all classes. We come out manly, and unreservedly, and boldly, and say, if the Roman Catholics do the work prescribed by Provincial authority they should be assisted as well as any other Bodies. That, is the true way to cherish the equal rights of all classes, and to respect the true feelings and principles of all classes of the community. The history of our Country shows that it is important that the men who take the lead in the Legislation of our Country should recognise the equality of rights; and I was much pleased to see that my friend, Mr. Campbell, took such a part. It is our duty to see that the men who are to be our future Pastors, Legislators, Statesmen, Lawyers, Physicians, leading Merchants and Agriculturalists, should be imbued with strong Christian principles, without which no Country can ever prosper. I have strong hopes of the future which is before Upper Canada. But, if I should see a low standard of Religious principles, an absence of all Religious feeling, I should despair of the grandeur of its intellect, or the prosperity of its Government. We should see that our youth be imbued with Religious feelings. I rejoice to meet with you on this

occasion, and I regard this as an indication that a brighter future awaits our Country. I trust also we shall yet see our Grammar Schools placed upon a better footing and better provided for.

Doctor Lavell, said, I beg to move "That the Evidence on the University Question, taken before a Committee of the Legislative Assembly last Session, and since printed, affords ample evidence of extravagance and waste of the public funds, and that this Meeting use all means in its power to affect a reform."

One point should be carefully borne in mind, that, up to the present moment, neither of the political journals in Toronto have come out against this unparalleled monopoly. This is one proof that there is something rotten in the system, and the sooner it is uprooted the better.

The Resolution was seconded by Mr. John Paton, and carried, with applause.

Doctor Dickson, said that the subject having been so thoroughly sifted, and the monopoly so thoroughly exposed, and the gross injustice inflicted on the Country made so manifest, I shall merely make a reference to two points that have escaped the notice of the other Speakers. For while they instituted comparison between the sums of money expended upon University College and Queen's College, and also a comparison of the number of Students, they have failed to compare the amount of work done. Instead of being inferior to University College, Queen's College is affording a more extended education. If we inquire what are the objects which lead young men to a University in Canada, we find there are very few here indeed, who, as in England, have £700 or £1,000 to spare, or the time to spend in sowing wild oats, "and then make up his mind what his special profession in life may be," as some do at the Universities of Oxford and Cambridge, as stated before the Parliamentary Committee by Professor Wilson, but that they may qualify themselves to enter the ranks of some of the learned professions.

University College, however, has failed to give them professional training, because they have abolished the Faculties of Law and Medicine, so that now Queen's College occupies a more noble position. She has all the Faculties established, and she has a more complete Curriculum. We have a complete staff of Professors in Medicine, and we confer a Degree confirmed by the Royal Charter, which is better than a Degree from the University, because they give a Degree for which they have not taught.

The second point is with regard to the Scholarships, which have been stated, were thrown open to the Country. Although this might appear to be really the case, yet, they have an encumbrance which has already proved an insuperable objection with some, who felt disposed to compete for them. One of our Students at Queen's College, whose name I may mention, (Doctor Laidlaw,) passed through Toronto and came to Kingston to study with us. He went to Toronto for the purpose of competing for one of the University Scholarships. He was asked, "where do you intend to procure your Degree?" He answered at Queen's College, Kingston. He was then informed he would not be allowed to compete, unless he would procure his Degree in the Toronto University. He thought their Degree was not worth so much as a Degree from Queen's College. Why? Because Queen's College gives a Degree only in the departments in which she has a competent staff of Professors to teach. He, therefore, spurned the idea of competing under the prescribed conditions. It is quite evident that this System is a most unjust one to other Universities, and may, in some instances, have the effect of enticing some of their most clever Students from them, and Toronto University may thus gain laurels by having enrolled in their list of Graduates, Persons who may have never heard a Lecture within the walls of University College.

While they derive such enormous sums from the State they fail to give such an education as will qualify a man for any of the learned professions, Law, Medicines, or Theology. In Queen's College, we have these departments complete. We have a staff of Professors to teach the Student, and qualify him for obtaining a Degree. We not only have a Degree in Law, but we qualify the Student to take that Degree. We

have two Professors of Law, and also a Dean of Faculty, who are well known to you as able men in that profession, who deliver courses of Lectures, so that Queen's College does not confer a paper Degree in a department which she does not teach, but, one which possesses an intrinsic value. We give no Degree but to those who are able to take it creditably. I will now move the Resolution.

"That this meeting memorialize both Houses of Parliament, in accordance with the Resolutions already passed."

The Resolution was seconded by Sheriff Corbett, and carried, with applause.

It was moved by the Honourable John Hamilton, seconded by Mr. Wm. Ferguson, "That the thanks of this meeting be given to the Mayor, for his conduct in the Chair, and that the proceedings of the Meeting be made public through the press."

CHAPTER XXIII.

THE UNIVERSITY QUESTION, IN A SERIES OF LETTERS TO THE HONOURABLE MALCOLM CAMERON, CHAIRMAN OF THE SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY, 1861.

After the Select Committee of the House of Assembly on the University Question had concluded its sittings, Messieurs John Langton and Daniel Wilson issued a joint Pamphlet on the subject, which, as Doctor Ryerson stated, was directed "chiefly against" himself. On its appearance, Doctor Ryerson issued the following "Card to the Public" in regard to it:

A Card to the Public, by the Reverend Doctor Ryerson.

A Pamphlet has recently appeared on "The University Question," purporting, (as the Title-page states,) to be "The Statement of John Langton M.A., Vice Chancellor of the University of Toronto; and Professor Daniel Wilson, LL.D., of University College, Toronto; with Notes and Extracts from the Evidence taken before the Select Committee of the Legislative Assembly of the University."* . . .

I learn, on undoubted authority, that an edition of several thousand copies of this Pamphlet has been printed and circulated at the expense of the Funds of the University,—another example of the manner of expending these Funds.

The voluminous Notes of this Party-pamphlet are directed chiefly against myself and other Members of the Senate of the University, who, during the whole discussion of the Question, have as earnestly contended for a Provincial University, as they have resisted the perversion of the University Act of 1853. If public Funds are to be applied to publish the Evidence before the Parliamentary Committee, the Evidence on both sides should be published. If either party before the Committee wishes to publish the whole, or any part, of its own Evidence, such party should do so at its own expense. This, my friends and myself have done; but, for Mr. Langton and Doctor Wilson to employ the Funds of a Provincial University in the publication of their own Statements and attacks on me and others, is an abuse of trust, and a perversion of public money, which, if it does not demand the interference of the Legislature, undoubtedly merits the reprobation of every honourable man.

*By reference to the Foot Note on page 283 of the Fifteenth Volume of this Documentary History, it will be seen that I have inserted, in Chapter VIII. of that Volume, the "revised" Evidence, (with their accompanying Foot Notes,) of Messieurs Langton and Wilson, as printed in the Pamphlet, here referred to, and published by them, after the Select Committee of the House of Assembly had ended its sittings. The reasons for doing so are given in the Note referred to. As the Notes appended to the "revised" Evidence were added after the Select Committee had ceased to exist, Doctor Ryerson had no opportunity to reply to their Statements, hence, the necessity which he felt of dealing with them in this Series of Letters to the Chairman of that Committee.—(*Editor.*)

Those who heard, and those who have read, my Defence of the Wesleyan Memorials before the Select Parliamentary Committee of last Session, have pronounced it as a sufficient reply to the principal Statements of Messieurs Langton and Wilson, as contained in their Evidence, and now published, in this Pamphlet.

But to the renewed attacks made in their numerous and lengthened Notes throughout the Pamphlet, (now first published,) I purpose to reply in a Letter addressed to the Honourable Chairman of the late University Committee.

TORONTO, 14th March, 1861. EGERTON RYERSON.

Doctor Ryerson was practically compelled to adopt this course, in order to vindicate himself from the many attacks made upon him, and the charges of mis-statement and inconsistency in regard to University matters, which were contained in the voluminous Notes appended to the Revised Versions of the Statements made by Messieurs Langton and Wilson before the Select Committee of the House of Assembly at Quebec. That Committee having ceased its sitting, on the adjournment of the Legislature, the only course left for Doctor Ryerson to pursue was to address his defence in a series of Letters addressed to the Chairman of the Select Committee, which he did, and which in a somewhat condensed form, is inserted in this Chapter.

THE REVEREND DOCTOR RYERSON'S REPLY TO A RECENT PAMPHLET OF MR LANGTON AND DOCTOR WILSON ON THE UNIVERSITY QUESTION, IN A SERIES OF LETTERS TO THE HONOURABLE MALCOLM CAMERON, M.L.C.*

LETTER ONE TO THE CHAIRMAN OF THE SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY AT QUEBEC.

Petitions and Parliamentary Investigations on the University Question.—To you, as an old friend of Victoria College, and an avowed advocate of the views of the Wesleyan Body on the University Question, was confided last year for presentation to the Legislative Assembly the Memorial of the Conference of the Wesleyan Methodist Church in Canada in behalf of Victoria College, and in favour of a National University on a National basis. On your Motion, that Memorial, with various others on the same subject, was referred to a Select Committee, of which you were Chairman. That Memorial alleged, that the National objects of the University Act of 1853 had been departed from in the nature and prodigality of Expenditures, and in lowering, instead of keeping up, the standard of University Education, as prescribed by the Statute. That these allegations were proved to a demonstration, I believe neither you nor any other Persons who witnessed the investigation, or have read the Minutes of it, have ever for a moment doubted, whether they agreed in the theory, or prayer, of the Memorialists, or not.

Effect of the Investigation at Quebec.—The Select Committee, by the close of the Session, ceased to exist without reporting; but the convictions produced by the investigation in the minds of the Members of the Legislature were amply attested by the fact, that the Parliamentary Grants to the two Colleges of the Memorialists, which had never before passed the Legislative Assembly without some debates and divisions, were not only continued, but increased £500 to each College, and passed without a division, or objection,—a proceeding unprecedented of its kind in Canada, and illustrative of the irresistible power of the truth, justice, and patriotism, involved in the Christian principles and national views of the Memorialists, when brought into contact with the minds of intelligent men of all parties. And the effect has been, and will be, the same wherever the same principles and views are brought into contact with enlightened Christian minds.

*I have omitted many expressions in these Letters that were purely personalities.

Doctor Ryerson's Position and Proposals at Quebec.—You will recollect that I appeared before the Committee in no official capacity, but as an individual Witness, in obedience to your summons; that I was subsequently thrust into an unusual prominence by the attempts made to break down my Evidence. You know I gave Mr. Langton and Doctor Wilson the advantage of the last word, without rejoinder, although it was my right.

You will also recollect that, at the close of the Investigation, I said, so far as I was concerned, I was for peace, and willing to let the Legislature and Country judge and decide by the publication of what had been recorded in the Minutes of the Committee on both sides; but that, if my Assailants were still resolved on war, they should have it to their hearts' content.

Each party left to publish its own Evidence—University propagandism—Mr. Langton and Doctor Wilson renew the late contest with Doctor Ryerson.—Only about fifty copies of the Minutes of Evidence before the Committee having been printed for the use of Members and Witnesses, it remained for each party to publish and circulate its own Evidence at its own discretion, and in its own way. I had my defence of the Memorialists, in reply to Mr. Langton and Doctor Wilson, printed without note, or comment, just as it was recorded in the Minutes of the Committee, without the alteration, or addition, of a sentence. Mr. Langton did the same in regard to his Speech. Doctor Wilson, not being satisfied with what he had laid before Committee in writing, and which was recorded in the Minutes, wrote out, a month after delivery, a version . . . [alleged to be reported by] a Mr. A. K. Edwards A system of Toronto College propagandism was set on foot, and openly proclaimed at a public University Dinner at Toronto. . . . . This challenge was answered by the speeches and proceedings of the Wesleyan Conference, held in Kingston in June, and at various public meetings.* Mr. Langton and Doctor Wilson have lately renewed the contest with me, by publishing a closely printed Pamphlet, (with copious Notes,) of ninety pages, and entitled "University Question. The Statements of John Langton, Esq., M.A., Vice-Chancellor of the University of Toronto, and Professor Daniel Wilson, LL.D., of University College, Toronto; with Notes and Extracts from the Evidence taken before the Select Committee of Legislative Assembly on the University."

In reply to that Pamphlet, or rather to the notes of it, I now desire to address you. The Speeches, or Text, of the Pamphlet are those to which my Defence of the Petitioners was a reply; and I should deem it superfluous to add a word to that Defence, were it not for the numerous Notes in which Mr. Langton and Doctor Wilson have spared no pains to impugn me and misinterpret the facts of the Question. At this busy season I will answer them as briefly as possible,—first correcting the misstatements of each, and then stating and establishing the general facts and principles of the Question,—the Question of questions for the progress and welfare of Canada.

Mr. Langton and Doctor Wilson publish a combined edition of their Pamphlet at the expense of the University Funds.—Before entering into particulars, I beg to make three general remarks:—The one is, that this Pamphlet, (if not the preceding ones also,) has been published at the expense, not of its Authors, not of the College whose monopoloy it advocates,—but at the expense of the Funds of the University, of which the parties whom they assail are as much Members as themselves,—a fact which I should not have known, had not Mr. Langton been rejected from continuing Vice Chancellor. While in that office, Mr. Langton could come to Toronto and provide for any sort of Expenditure out of the University Funds, and then go to Quebec and audit and pass the Accounts of them. In the Investigation of this public question, the Committee, of which you were Chairman, ordered that the expenses of both sides should be equally paid; but Messieurs Langton and Wilson have resorted to the University chest for supplies in their renewed effort to assail me and defeat the advocates of University Reform. Mr. Langton, who is known to be the greatest pluralist in

* See Chapters XVI. and XXII. of this Documentary History.

Canada,—having filled four offices besides the one which is supposed to occupy him fully, and for which he receives a full Salary,—might, I think, have spared the University Funds in this instance, if Doctor Wilson had no such sense of propriety and fairness. Of this I am confident, that had I proposed to do the same thing as to my Speech in behalf of the Memorialists, Mr. Langton would have held it unlawful, as is his and Doctor Wilson's proceeding in publishing their Speeches and Notes out of the Income of the University. They may pervert the University Act to such a purpose, as it has been to many similar purposes; but such clearly was not its design. And it is an insult, as well as a wrong, to the Petitioners of University Reform and their Representatives, for Mr. Langton and Doctor Wilson to assume a right and use of University Funds for their personal and party purposes against others equally and more disinterestedly concerned in the National University than themselves.

Mr. Langton and Doctor Wilson's Amalgamation Speeches.—My second remark is, that these Speeches are the same which Messieurs Langton and Wilson published last May and June. They were then published separately and without Notes; but they seemed to fall still-born. The Authors appear at length, to have thought that the two might, by incorporation together . . . be metamorphosed into a very Hercules of strength to crush the Chief Superintendent of Education. . . . The law of nature is still too strong for the artifice of the ex-Vice Chancellor and his attendant Professor; for even "in this Canada of ours," two blacks cannot make one white, or even chemical affinity add to the weight of volatile particles.

Origin of Personalities—Summary Review of the Question.—My third remark is, that this discussion ought never to have been encumbered with personalities. This feature of the discussion was introduced by Doctor Wilson, and has been pursued by him and Mr. Langton with relentless tenacity in order to divert attention from the great principles and merits of the question. Doctor Wilson, in his last Paper laid before the Committee, says, in reference to his Speech, (which commenced the personalities of the discussion), "On obtaining permission to address you," "I felt it to be my duty to show to the Committee that, neither by previous education, by special training, or experience, nor by fidelity to the trust reposed in him as a Member of the Senate of the University, does Doctor Ryerson merit the confidence of the Committee, or of the Province as a fit Adviser on a system of University Education." This is Doctor Wilson's own admission and avowal of having turned attention from the merits of the question to the demerits of Doctor Ryerson. Hence the painful necessity of my answering these personal attacks, (which are renewed in the Notes of the new Pamphlet by Mr. Langton and Doctor Wilson,) while discussing the general question. But that the Reader may, at the outset, understand the whole question, (apart from any personalities,) I will conclude this introductory Letter by giving a summary view of it. The advocates of University Reform maintain the following positions:—

1. That there shall be a National University for Upper Canada, as was contemplated by the University Act of 1853.

2. That the Senate of the University shall be under the control of no one College more than another; shall be independent of all Colleges, and prescribe the standard and Course of Studies for all Colleges, (except Divinity,) and direct the Examinations, and confer the University Honours and Degrees on the Students of all the Colleges.

3. That no College connected with the University shall confer Degrees in the Faculties of Arts, Law, or Medicine; that no College shall receive any public aid for the support of a Faculty, or Professor, of Divinity.

4. That each College connected with the University, (whether Denominational or Non-Denominational,) shall be entitled to public aid from the University Fund according to the number of its Students matriculated, (not by such College) but by the University, and taught in the Course of Studies prescribed by the University; provided that a stipulated sum adequate for the efficient support of University College, at

Toronto, as the College of these who wished to have their youth educated in a Non-Denominational College be allowed; and provided that no Denominational College shall receive more than half the amount allowed to University College. This last is a generous concession on the part of the advocates of Denominational Colleges, upon the ground that those Colleges will do as much work, at half the public expense, as a Non-denominational College will.

5. That the public provision for University, (as for Common, or Grammar, School,) Education, whether arising from the sale of Lands, or Parliamentary Grants, or both, shall constitute one University Fund, and be distributed, as in the case of Common and Grammar Schools, to each College, according to its works in imparting the education prescribed by National authority.

The advocates of University Reform complain that the present system of College monopoly at Toronto is at variance with the intentions of the University Act of 1853; that most extravagant Expenditures of the University Endowment have been made, while the standard of University Education has been greatly reduced, instead of being kept up, as intended by the University Act. They claim that the Reform which they advocate is but the faithful carrying out of the avowed intentions and provisions of the University Act of 1853; that it provides one high standard of education for all the Colleges, and recognizes the equal rights of all classes according to their works; that it combines the efforts of all Denominations, as well as those of no Denomination, in the great work of liberal education; that it will contribute greatly to the extension of University Education, while elevating its character; that it is in harmony with the fundamental principles of our Public School System,—the State aiding each section of the community according to its works in teaching the prescribed subjects of Public Education, and providing that Parents and the Clergy of each Church can, in the one case, as well as in the other, according to the nature and circumstances of each kind of education, provide for the Religious Instruction and oversight of their Sons while taught the secular branches of education. The illustrations and proofs of these Statements will be given hereafter.

The sole plea for the present system of monopoly is the pretext of keeping up a high standard of University Education, while the whole course of the proceedings of its Managers has been to lower that standard beyond all authoritative precedent, or parallel, as I shall demonstrate in my next two letters.

TORONTO, March 26th, 1861. EGERTON RYERSON.

LETTER TWO TO THE CHAIRMAN OF THE SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY AT QUEBEC.

I now proceed to particulars, and address myself first to the Notes appended to Mr. Langton's Speech, which occupies, (with its Appendices,) the first fifty pages of the revised Pamphlet.

Mis-statement as to Doctor Barrett Representing Victoria College in the Senate.—To all that Mr. Langton has said in the first twelve pages of his Speech about the intentions of the University Act as to Buildings, other Colleges, Library and Museum, I have fully replied in my Defence of the Memorialists; but in a Note on the eighth page, in regard to Doctor Barrett (of Upper Canada College) sitting in the Senate as a Representative of Victoria College, Mr. Langton says:—"Doctor Wilson and Mr. Langton never said that he, (Doctor Barrett,) now represents Victoria College; but they said that he first took his seat, and for some time sat there, as President of the Toronto School of Medicine, which was at that time the Medical Faculty of Victoria." And Doctor Wilson says, that "Doctor Barrett, it is well known, never had a seat in the Senate in any other capacity than as Doctor Rolph's, or the Toronto, School of Medicine; and who, as such, took his seat for the first time to represent the Medical Faculty of Victoria College at the Meetings of the University of Toronto, while its Students were systematically prevented from graduating there." The character in

which Doctor Barrett took his seat in the Senate is not of the least importance to the University Question; but Mr. Langton and Doctor Wilson, both magnifying it into so much importance, show how . . . they have laid hold of the most trivial circumstance that could be construed into a show of plausibility in their favour. I will now demonstrate the absurdity and groundlessness of their assertions. In the first place, Doctor Barrett never did, and never could, sit in the Senate "to represent the Medical Faculty of Victoria College"; and no man should know this better than Mr. Langton himself. When the Senate was constituted, in 1854, the Governor in Council appointed certain Persons by name as Members, and certain others by office. Of the latter class were the Chief Superintendent of Education, Presidents of several Colleges named, and the President of the Toronto School of Medicine, which was then by the Governor admitted on application as an Affiliated College of the University; and it has remained so ever since. As President of the Toronto School of Medicine, Doctor Workman took his seat in the Senate. That was long before the Medical Faculty of Victoria College was in existence. When Doctor Workman resigned, his place as President of the Toronto School of Medicine, Doctor Barrett was elected in his place, and, as his Successor, took his seat, and as such occupies it to this day. Nearly a year after the President of the Toronto School of Medicine took his seat in the Senate, one of its Professors appeared before the Board of Victoria College, and sought, on behalf of himself and Colleagues, to be recognized as the Medical Faculty of Victoria College. The application was entertained; but Doctor Barrett has declared, and, it appears, made oath before the Court of Chancery that the Toronto School of Medicine never did become the Medical Faculty of Victoria College, and the Court has so decided. Yet, in the presence of these facts, Mr. Langton and Doctor Wilson state that "Doctor Barrett took his seat to represent the Medical Faculty of Victoria College!"

Scholarships—Mr. Langton Answered.—To Mr. Langton's lengthened observations and tabular remarks on Scholarships in the English and Irish Universities and Colleges, I have amply replied in my Defence of the Memorialists; and the criticisms in his Notes do not, in the least, weaken the force of the English documentary authorities, by which I established my positions. On the contrary, any one who, after having read Mr. Langton's criticisms, will turn to my statements and authorities, . . . will be the more confirmed in their conclusiveness. Doctor Wilson quotes the remarks of the Reverend Provost Whitaker, that the case of Scholarships in the English Universities and Canada is so unlike, that there is no analogy. That was my chief argument in reply to Mr. Langton and Doctor Wilson; and I, therefore, showed that Mr. Langton's references and statements as to Scholarships in England and Ireland, were fallacious and irrelevant. . . .

Standard of Matriculation—Mr. Langton's Statements Corrected and Refuted.—On no subject have Mr. Langton and Doctor Wilson evinced more sensitiveness than under the exposures made as to the reduction of the standard of Matriculation, or admission into the University; and no efforts have been spared by them to justify its necessity and mitigate its enormity. When the proof of it could no longer be resisted, it was then alleged that the former high standard, (inherited from King's College,) had been loudly complained of, and a reduction demanded. On the contrary, the existence of any such complaint, or demand, was denied, and Mr. Langton was challenged to adduce a single instance of it in any Newspaper, Document, Letter, or by any Witness. He could adduce none; and, in disproof of his statement, it was shown that during the four years' existence of Mr. Baldwin's University Act, from 1849 to 1853, no reduction was made or proposed; that in 1854, when the whole Course of Studies was revised under the present Act, not only was no reduction made in the standard of Matriculation, but it was rather raised by the addition of the Elements of Chemistry and Natural Philosophy. Nothing is left but for Mr. Langton to repeat his unsupported assertion, that the former standard was too high, and to employ

specious references and comparisons to justify that assertion. One of these references is, that Students are sometimes matriculated into an English University on the Certificate of a Graduate Master; another, that the Candidate is tested by being examined in one Greek and one Latin Author, to which is added "some facility in Latin writing, and a fair acquaintance with the grammatical principles of Greek and Latin," Arithmetic and a portion of the Elements of Euclid. Now, the fallacy of these references will appear from two facts. The one is, that the standard of admission to the English Universities has been as definitely established by the practice of ages as the standard of morality, and a Graduate Master would no more jeopardize his character by giving a false Certificate than would a College Tutor, or University Professor. The second fact is, that the same words and phrases are used in very different senses at Oxford and at Toronto. What is called wealth in Canada and gives its possessor the entrée to the first society, is but slender competence in England. So the test of examination in a Greek, or Latin, Author at Oxford and Toronto is as different as day is from night; and what is there regarded as "some facility in Latin writing" for Matriculation, is regarded here as ample for graduation, and perhaps with Honours and a Scholarship, as I shall show in another place. Besides, the attainments of Boys in the Forms of Rugby, or other Grammar Schools in England, are as accurately defined by long usage as are the attainments of Students at a Degree Examination in the University. But I will mention one fact, which all can understand, and admits of no cavilling. The usual age of a Boy, on going to the famous Rugby Grammar School, is eleven years, and the usual period of his continuing there his preparations for the University is eight years. In that interesting book, "Tom Brown's School Days at Rugby," the Author, in the last Chapter, describes his hero as leaving Rugby, after eight years' residence there under the care of the then recently deceased and lamented Head Master, the loved and great Doctor Arnold. But with us, a Boy will go through both the Grammar School and the University, too, in eight years, and some in six! Yet it takes as clever a lad as Tom Brown, and in so famed a School as Rugby, and under so unrivalled a Master as Doctor Arnold, eight years to prepare for admission into the Oxford University! This single fact speaks volumes as to the immense inferiority of the standard of admission and studies in the Toronto University to that of Oxford, and the folly and self-contradiction of Mr. Langton and Doctor Wilson pretending at the same time that the standard of admission and Degree in the Toronto University is equal to that of the English Universities!

Mr. Langton's Statements as to Doctor Ryerson and the Incompetency of the Masters of Grammar Schools Corrected, and His Injurious and Downward Policy Exposed.—In justification of the great reduction of a year's work in the standard of Matriculation, Mr. Langton represented me as having supported it. I affirmed the reverse. In a Note Mr. Langton says: "Doctor Ryerson states that he never was in favour of reducing the Matriculation Examination. Let him have the benefit of his denial, though there are many persons who have a different recollection." On this insinuation, I remark, that during the Session of the Senate referred to, (1854), the standard of Matriculation was settled the same as it had been in the time of King's College, with the addition of the Elements of Chemistry and Natural Philosophy, notwithstanding the efforts of Mr. Langton and others to reduce it.*

Mr. Langton's next plea for reducing the standard of Matriculation was the incompetency of the Masters of the Grammar Schools. This I denied and gave my reasons. Of this Mr. Langton, in a Note, remarks: "Doctor Ryerson, in his reply, produces the names of about a dozen Grammar School Masters who are fully competent for their important functions, which is readily admitted by every one; but the inferior condition of the seventy-five Schools, as a whole, from the inadequacy of remuneration, is as universally acknowledged." In these words Mr. Langton clearly conveys the impression, that I

*Doctor Ryerson refers here to his Correspondence with the Reverend Doctor McCaul on this subject, quoted on pages 22 and 23 of this Volume.

represented only twelve Masters of Grammar Schools as competent to prepare pupils for the University according to the old standard of Matriculation. Suppose this were so, are not twelve Grammar Schools ample feeders for one College? . . . But Mr. Langton's words misrepresent my Statement and the facts of the case. . . . My remarks were: "I might extend this enumeration a long while; for the Masters of no less than forty-two of the Grammar Schools are Graduates of British and Canadian Colleges; and several of those who teach under Provincial Certificates, are competent and able teachers. The plea of Mr. Langton and Doctor Wilson as to the incompetency of the Grammar Schools, is an unjust and groundless imputation upon the qualifications of the great majority of the Masters of Grammar Schools in Upper Canada: for however poor may be the accommodations of Grammar Schools in some places, and however inadequate the Salaries paid, it is clear that the Masters generally are competent to train our Boys to any standard of Matriculation a Provincial University might require. The reason given for the reduction is a mere pretext, contradicted on the one hand by the consideration of the objects for which Upper Canada College was founded, and on the other by the competency of the Grammar Schools in various parts of the Province. It is for the want of those who wish to pursue a Course of University Study, that men have not come to enrol themselves on the University Books; and perhaps another reason is, the unwillingness of some to go up to Toronto. Every effort has been made by offering Prizes and Scholarships, by abolishing Fees, by the reduction of the Standard, to increase the number of the Students; and, as if that were not enough, these Gentlemen have attached to the University College a Tutor, whose special work it is to assist men ill-prepared to Matriculate. Is it, I ask, for the interest of the several localities of the Country, for the interest of the Grammar Schools themselves, or for that of University Education, to take off what Mr. Langton admits to be a year's work from the Grammar Schools, and tack it on to University College by the assistance of a Tutor, with the duty assigned to him of coaching those who come up from the Country to enter the University even according to its present reduced standard?"

Mr. Langton and Doctor Wilson's Policy of Reduction, Strongly Condemned by the Queen's University Commissioners in Ireland, as Most Injurious to the Interests of both Grammar School and University Education.—Such were my statements and arguments in regard to the competency of Grammar School Masters, in contradiction to what Mr. Langton's words attribute to me; and such is my Statement in regard to their general competency now, notwithstanding the pressing want of well qualified Teachers in several of them. But in the Queen's University in Ireland, where the defective state of the Grammar Schools is so well known, and so much lamented, and where the University standard is so much higher than it is in Toronto, so far from its being proposed to reduce the standard of Matriculation, after the Toronto fashion, and thus make the University College a Superior Grammar School, and an University Education only another name for an English Grammar School Education, the Royal Commissioners of the Queen's University in Ireland in 1858, condemn, in the most explicit terms, and in words also of the late Sir William Hamilton, the very course pursued in the Toronto University and advocated by Mr. Langton and Doctor Wilson. The Commissioners condemn the lowering of the Matriculation examination by the Cork College, which Mr. Langton, (through Mr. Meredith,) adduces as an example to justify the reduction at Toronto, and recommended that the high standard of Matriculation originally fixed for all the Colleges, (and still retained in Belfast College,) be maintained. The Commissioners express themselves as follows:—

"Nothing could, we conceive, be more injurious to the interests of Education, than a low standard of Matriculation Examination as a preliminary qualification for College pursuits. We are of opinion, with the late Sir William Hamilton, that 'Professorial prelections are no substitute for scholastic discipline,' and that the University loses its proper character when obliged 'to stoop in order to supply the absence of competency of inferior Seminaries.'

"We, therefore, recommend that the Matriculation Examination be maintained at the same standard as originally fixed by the Board of Colleges; and if any change be hereafter made therein, that the tendency of such would always be to elevate, and never depress, the standard of School Education throughout the Country."

Such is the Royal Commissioners unqualified condemnation of the recent Toronto system of reductions in the Matriculation Examinations. I regard it as the most calamitous blow which has yet fallen upon both Collegiate and Grammar School Education in Upper Canada to depress both by one entire year of Studies For example, a Boy fourteen years of age, in the mid year of the Fourth Form of a Grammar School, having mastered more than the little Latin and Greek and Mathematics required for Matriculation, is intent upon donning the Cap and Gown of an University Student, though it will be for his interests, as well as for the reputation of the Master and that of the School, for him to remain until he shall have completed the Fourth and Fifth Forms of his Grammar School Studies. This is an instance—a fact—one of many—illustrative of the pernicious effects of this surface hot-bed system upon the Grammar School, by depressing and depriving it of its legitimate work and importance, upon the lad by putting him among men as a man, and under the prelections of the Professor, when he ought to be with Boys in the Exercises and Studies of the Grammar School, and upon the University College in reducing it to a higher Grammar School; for, in comparing the courses of studies in Toronto University College and in the Rugby Grammar School in England, I find that the Classical Course of the latter is considerably higher than that of the former; so that Tom Brown left Rugby for the University a better classical scholar than a Tom Brown would leave Toronto University College with the Degree of A.B.*

This is a humiliating state of things, and presents a melancholy prospect, as the fruit of the attempts during the last four years to swamp the other Colleges by Free tuition and many Options, Scholarships, and Prizes in Toronto College. . . .

Comparative View of the Standard of Matriculation into Toronto University College and other Colleges.—The Programme of Studies in Rugby Grammar School shows the standard of preparation settled by the common law of usage for matriculation into the English Universities; for what is true of Rugby is also true of Harrow, of Winchester, of Eton, etcetera; and these Institutions determine the standard at which other public, or private, Schools, or private Tutors, in England must prepare the Pupils for the Universities, without reference to any matriculation examination. Mr. Bristed's Book of his "Five Years' Experience in an English University," after having graduated at Yale College in the United States, furnishes ample proof to the same effect. It was maintained, at least to within a recent date, that the standard of Matriculation in the London University was quite as high as that at Oxford, or Cambridge. This was the avowal and understanding when the Toronto University Act of 1853 was passed. But in Ireland, as in America, where the Grammar Schools and Academies have not the same defined Course of Study as the English Grammar Schools, and where settled usage has not fixed the period at which the Pupils proceed from them to the University, a more specific and strict Matriculation Examination is required. Mr. Langton admits that the Queen's University in Ireland furnishes the latest, freest and fullest expression of practical Educationists and the Government, as to what the present age requires an University Education to be. I have shown that the Queen's University Commissioners in Ireland, in 1858, condemned the reduction in the standard of Matriculation in Queen's College, Cork, and required the original standard of Matriculation, then and still retained in Queen's College, Belfast. It is worthy of remark, that Cork College

*Doctor Ryerson, after referring at length to the Course of Study at Rugby School, proceeds to give the Programme of Study in that School complete. It is too voluminous, and I omit it here.

Council had adopted precisely the classical standard of Matriculation which has been adopted at Toronto, with the exception of not retaining the Chapter of the Catiline Conspiracy. This reduction of the Matriculation Examination the Commissioners condemned as most injurious to the interests of both Grammar Schools and of University Education. . . .

Then Harvard College, in the United States, which Mr. Bristed says is much below that of the English Universities, (as indeed the preparatory Programme of studies at Rugby shows,) prescribes a Matriculation Examination including the various Books and subjects; as specified in its official Calendar and Catalogue for 1860-61.*

The standard of Matriculation into the Toronto University in 1852, was as follows:—

"CLASSICS, etcetera.—Homer, Iliad, Book I.; Xenophon, Anabasis, Book I.; Lucian, Charon and Vita; Virgil, Æneid, Book VI.; Ovid, Fasti, Book I.; Cæsar de Bello Gall., Books V. and VI.; Translation from English into Latin Prose; English Composition; English History to the present time; Roman History to the accession of Augustus; Grecian History to the Death of Alexander; Outlines of Ancient and Modern Geography.

"MATHEMATICS.—First Four Rules of Arithmetic; Vulgar and Decimal Fractions; Extraction of Square Root; First Four Rules of Alegbra; Proportion and Progression; Simple Equations; Euclid, Book I."

Observe this was the standard of Matriculation, not merely of old King's College, but of the Toronto University, created by Mr. Baldwin's University Act of 1849, and of which the late Honourable P. B. de Blaquiere was Chancellor, and I was myself a Member, and from which the old Founders of King's College had withdrawn. In 1854, the Course of Studies was revised by the new Senate, under the present University Act; but the former standard of Matriculation was retained unaltered, with the exception that, the first Book of Ovid's Fasti was omitted, and, "or" was inserted before Lucian, and Nero was substituted for Augustus, and the Elements of Chemistry and Natural Philosophy were added,—making the standard, upon the whole, higher than before. This standard remained unchanged until 1857, when Mr. Langton and Doctor Wilson combined to lower the standard and multiply Options, in order to break down the other Colleges and fill Toronto College by reducing terms of admission to it. . . . The only classics required by their Statute of 1857 were Sallust's, Catiline, and the first Book of the Anabasis, and a nominal exercise in Latin Composition. They have since been prompted into adding one Book of Virgil's Æneid; but how deplorably low does this appear in comparison with the standard of admission to the English Universities, as shown by the Rugby Preparatory Programme of Studies; in comparison with the standard of admission to the Queen's Colleges in Ireland, as required, after renewed deliberation and experience, by the Royal Commissioners in 1858; in comparison with the standard of admission to Harvard and Yale Colleges, although Mr. Bristed represents the standard of these as much lower than that of the English Universities; in comparison with King's College and Toronto University down to 1857, although that was lower than the standards of Harvard and Yale, and of course lower than that of the English Universities. During fifteen years from 1842 to 1857,—under three successive Acts and Senates the standard of Matriculation was maintained until brought down one whole year by the system devised by Mr. Langton and Doctor Wilson. How the reverse is such a course to the recommendation of the Queen's Commissioners in regard to the high standard of Matriculation first established in the Irish College, when they said—"We recommend that the Matriculation Examination be maintained at the same standard as originally fixed by the Board of Colleges, and, if any change be hereafter made therein, that the tendency should

*Doctor Ryerson here gives the detail of those Subjects for Matriculation Examination in Harvard and Yale Universities, which I omit.

always be to elevate, and never to depress, the general Standard of Education throughout the Country."*

The great importance of this question of Matriculation Examination, and the fallacies resorted to justify the abasement of the University to its present low level, have required me to multiply authorities and illustrations beyond what I had at first intended. Junius says, "the plain evidence of facts is superior to all declarations!" I trust the facts and examples I have adduced will put it out of the power of Mr. Langton and Doctor Wilson again to obscure this question, and will settle their "declarations" at their true value.

TORONTO, March 27th, 1861. EGERTON RYERSON.

LETTER THREE TO THE CHAIRMAN OF THE SELECT COMMITTEE AT QUEBEC.

Options, or the choice of some University Studies, and the Omission of others.—After the Standard of Matriculation, the next subject of vital importance in the Course of University Studies is that of Options. The substance of Mr. Langton's argument on this subject is, that the English Universities allow Options; Toronto University allows Options; therefore the Options of Toronto University are justified by the example and authority of the English Universities. A Student, who has not got the length of the Fallacies in Whatley's Logic, (a Text Book used in Victoria College), but has merely mastered the little Manual used in the University College, might easily detect the fallacy of Mr. Langton's reasoning. As well may it be said, England has Universities, Statesmen, Scholars; so has Canada; therefore England and Canada are identical, or equal, in Universities, Statesmen, and Scholars. Now it happens that Options in the English and Toronto Universities are as different, as are their standards of Matriculation. The Course of Studies is four years in the English Universities, as in the Toronto University, and three years in the Queen's Colleges in Ireland. The Options commence in the Toronto University with Honours, at the end of the First Year; with Students, who do not take Honours, at the end of the Second Year; but, in the Irish Colleges and in the English Universities. Options are not allowed to Students until the Third Year. In the copious notes which Mr. Langton has appended to his Speech, I look in vain for any answer to my Reply to it in defence of the Memorialists. He had affirmed that the Options were as early, and as numerous in the English Universities as in that of Toronto, and he had adduced the Report of the University Commissioners recommending Options, as he expressed, "during the latter period of their career,"—thereby conveying the impression that the Options were the same there as here. In reply, I observed that the Options here commenced at the end of one fourth of the course, while in Oxford it was not allowed until the expiration of three fourths of the course; and that if

*In the paucity of materials for argument, Mr. Langton and Dr. Wilson have sought to convict me of inconsistency in having agreed to a standard of Matriculation not much higher than that of Toronto in a project of an University for New Brunswick several years since It may answer their purpose to turn attention from the merits of the question to me, but my consistency, or inconsistency, has nothing to do with a question of law and of facts. What was intended by passing the University Act of 1853, and what has been done by the Senate of the University as to the standard of College Education since 1842, depends not upon anything relative to myself. I have no Documents, or Papers, to call to my recollection as to what recommendation the College Commissioners for New Brunswick agreed upon, although, at their request, I prepared their Report and Draft of Bill. But what might be expedient for New Brunswick has nothing to do with the law and fact, and expediency in Canada. The simple facts here are, that the spirit and phraseology of the University Act of 1853 was clearly to elevate the standard of University Education above what it then was, as well as to extend its advantages wider, while the whole tendency of Mr. Langton and Doctor Wilson's policy during the last four years has been to lower the standard of University Education, beyond precedent, to the injury of both liberal and Grammar School Education in the Country. But I may observe, that in 1842,—before the University, or old King's College, was in existence.—Victoria College was opened as an University College; I was appointed Principal; and in the course of University Studies then prepared and adopted, the Matriculation Examination was as high as that adopted for Toronto University in 1854, and in Latin, considerably higher.

(NOTE. This Report on the King's College of New Brunswick is contained in Chapter One of this Volume. (*Editor*).

Mr. Langton had quoted the words, or even the heading of the Chapter of the Commissioner's Report, making their recommendations, the fallacy of his references would have been made apparent at once. He employed the indefinite phrase "latter part of their career," while the words of their report were, "Liberty of choice in studies during the last year"—not during the last three, out of the four, years as at Toronto. In justification of this vagueness, Mr. Langton remarks in a note, that—"If Mr. Langton had spoken as precisely as Doctor Ryerson wishes him to do, he would not have spoken truly." I reply, that I desired him to speak only as precisely as the Report which he professed to quote. If he did not intend to convey a different impression from the Commissioners' Report itself, why did he say the "latter part of their career," instead of the "last year," as the Report expressed it; for surely the words of the Report are shorter and fewer than those employed by Mr. Langton. Mr. Langton's design in varying the phraseology cannot be mistaken. The period during which undergraduates at Oxford might exercise the liberty of choice in Studies might vary, and, therefore, be indefinite; but that choice did not extend beyond "the last year," according to the Report, and not over three years, as at Toronto, as Mr. Langton adduced it to justify.*

Mr. Langton resorts to the same kind of fallacy in his Notes to his Speech. His object is to justify the early and sweeping Options in the Toronto University, and in doing so he appeals to the fact that after the "Intermediate Examination" at Oxford, and after "Previous Examination" at Cambridge, Options of a choice of certain studies, and the omission of others, are allowed; but he is careful not to explain the meaning of those terms, or the nature of those Examinations, and thus endeavours to impress the reader that the Options at Oxford and Cambridge are the same as at Toronto: whereas, if he had stated the fact, that the "Intermediate Examination" at Oxford and the "Previous Examination" at Cambridge, are higher than the Degree Examination at Toronto, he would have refuted his own argument and proved the truth of mine. Yet such is the fact, as I will now prove.

The Reverend John Ambery,—an Honour Oxford man,—was examined before the Committee at Quebec. Neither Mr. Langton nor Doctor Wilson has ventured to question his testimony. The following are the questions proposed to Mr. Ambery and his answers on this subject:

"What examination at Oxford corresponds with a Matriculation Examination in the Toronto University? There is no technical Examination at Oxford. The Commissioners recommend that the Previous Examination, or Responsions, should be put forward very early in the Academical Course, so as to serve in reality in place of a Matriculation Examination.

"To what Examination in the Toronto University do you think the First Examination, or Responsions at Oxford is equal? If the subjects for the pass Degree Examination at Toronto are those fixed on for the Fourth Year, I consider that the Previous Examination at Oxford is equal to that Examination in Upper Canada.

"To what Examination in the Toronto University do you think the first public Examination, [Intermediate Examination] or Moderations, at Oxford is equal?—I think the first Examination for Moderations may be a little inferior to the Honour Examinations for Degrees, and the Honour Examination for Moderations at Oxford to be very greatly superior." (Mr. Ambery's Evidence is quoted as corrected by himself).

Such are the two Examinations at Oxford, which precede the final Degree Examinations. It will be seen that, in Mr. Ambery's opinion, the first, or Matriculation Examination, (called Responsions,) at Oxford, is equal to a pass Degree Examination at Toronto; and that the second public Examination there, (called Moderations,) is nearly equal to an Honour Degree Examination at Toronto.

As at Cambridge, the Reverend Mr. Whitaker, (who had taken Honours at Cambridge,) was examined as follows, before the Committee on this subject:

*In this connection, see Mr. G. F. Adams on Options, or Elective Studies, in Chapter IX of the preceding Volume of this Documentary History .

What is the standard of the Previous Examination at Cambridge as compared with the second year at Toronto? It is considerably higher. At the time the change was introduced, a considerable addition was made to the subjects of the Previous Examination, which made it nearly, if not quite equal to the former examination for a Common Degree.

"The System of Options, thus established at Cambridge, does not commence there till Students have arrived at attainments equal to those formerly required for taking a Degree?—I should say so."

The Reader will understand from the above extracts of the evidence of the Reverend Mr. Ambery and the Reverend Provost Whitaker, what is meant by the Intermediate Examination, or Moderations, at Oxford, and the Previous Examinations at Cambridge; and that the former is higher than that required for a Degree at Toronto, and that the latter is equal to the former Examination for B. A. at Cambridge. And it is not until after they have passed those Examinations, (higher than Degree Examinations here,) that under-graduates at Oxford and Cambridge are allowed to take Options at all. What a contrast to the Toronto system!

If we turn to the London University, there are no Options whatever, either for ordinary, or Honour, Students, in the Examinations for B.A. It is only when the Candidates come up for Examination for M.A. that they are allowed Options, or choice of subjects.

In the Queen's Colleges in Ireland, no Options whatever are allowed until the third, or last, year of the Course.

I will now illustrate and establish the foregoing statements by examples and proofs. I have already remarked upon the comparative standards of Matriculation, and upon the periods in the Courses of Study at which Options are allowed at Toronto, in England and New England; but it is more material to show the amount of work done and the standards of attainments required before Options are allowed.

First, take the London University. In referring to its standard of Matriculation I omitted to remark that it included an Examination in French and German, not required at Toronto, and four Books in Euclid, instead of one, as at Toronto,—a tolerable indication of the comparative standards of Matriculation in the London and Toronto Universities in other respects. In the London University there are two B.A. Examinations, one at the end of not less than one year, the other at the end of not less than two years.

The first Examination includes two Latin Authors, Translations from English into Latin, and from English into German, or French. The Calendar says,—"Candidates shall not be approved by the Examiners, unless they show a competent knowledge in,—1, Latin and Roman History; 2, English Language, Literature and History; 3, Mathematics; 4, either the French, or German, Language.

The Second Examination for B. A. includes both a Greek and Latin Author, as also Translation from English into Latin; and the Calendar says: "Candidates shall not be approved unless they show a competent knowledge in,—1, Classics; 2, Grecian History; 3, Natural Philosophy; 4, Animal Physiology; 5, Logic and Moral Philosophy.

These are for the Pass Examinations; and in neither of them are any Options allowed.

It is not until the very severe Examination for M. A. takes place, (for which there is no examination in the Toronto University,) that Options are allowed.

Secondly, Turn to Queen's University, in Ireland; and to the classical department alone. It will be recollected that the the Matriculation examination includes Homer, Books I., II.; Xenophon's Anabasis, Books I., II.; Virgil's Æneid, Books I., II., III., IV.; in contrast to the Toronto Matriculation Examination of one Book of the Anabasis, and Sallust's Catiline, and now one Book of the Æneid. The subjects of the first year (in Queen's University,) are, in Latin: Cicero—De Natura Deorum and

De Finibus. In Greek: Homer's Iliad, Book XII. Æschylus—Prometheus Vinctus. Demosthenes—Contra Midiam.

In Toronto, the subjects of the first year's Classical Course are the 6th Book of Virgil's Æneid, Cicero's De Amicitia, and the 6th Book of Homer's Iliad!

The subjects of the second year's Classical Studies in the Queen's University in Ireland, are, in Latin: Tacitus—Annals, Book IV. Plautus—Capteivei. Horace—Epistles. Lucretius—Book II. In Greek: Herodotus—Book IV. Aristophanes—The Frogs. Plato—Timæus.

Four Latin and three Greek Authors, while, in Toronto University, the subjects of the second year's Classical Studies are only the 11th Book of Homer's Odessy, the Odes of Horace, and Cicero's first Oration against Catiline, and his Oration for Archias.

Now, Mr. Langton admits that no Options are allowed in the Queen's University in Ireland until the third year; and he maintains that the Toronto standard is as elevated as that of the Queen's University in Ireland, because Options are not allowed to pass men before the third year. But who does not see, from the above comparisons, that the Classical Course of Queen's University in Ireland is vastly above that of the Toronto University?

If we turn, thirdly,—not to the final, but to the Intermediate Examination, (in the third year), at Oxford, the contrast is still more humiliating, as that includes the Four Gospels in Greek, six Books of Homer, or their equivalent in other Greek Authors, and Horace's Odes, Epodes, and Ars Poetica, or their equivalent, instead of the little that is included as above, in the first two years of the Toronto University, apart from the corresponding difference in the character of the respective Examinations.

Fourthly, Let us come to America, and omitting the examples of Yale and Columbia Colleges, I will confine myself to Harvard,—the representative University of practical New England. The first and second year's Classical Course of Studies in Harvard is as follows:—

First Year, Greek.—The Prometheus of Æschylus; Homer's Odessy, three books; The Panegericus of Isocrates; Felton's Greek Historians [Thucidides]; Lysias; Greek Antiquities; Exercise in writing Greek. Latin—Livy [Lincoln's selections]; Horace, Odes and Epodes; Cicero, de Senectute and de Amicitia; Zumpt's Grammar; Ramsay's Elementary Manual of Roman Antiquities; Exercises in writing Latin.

Second Year, Greek.—Demosthenes, both Terms; Grote's History of Greece, Volume xi.; Exercises in writing Greek. Latin—Cicero pro Sestio; Satires and Epistles of Horace, Beck's Syntax and Zumpt's Grammar; Exercises in writing Latin.

While the standard of Matriculation in the Toronto University has been shown to be more than a year's Studies below that of Harvard, how immensely does Toronto fall below Harvard in its first two years' Classical Course! Yet Harvard has a third year of still more severe Classical Studies than either of the two former, before it allows any Option whatever between Classics and any other department of Study. Were I to institute the same enquiry in some other departments, the result would be still more humiliating. Take, for instance, Modern Languages, under which imposing cognomen is included French, or German. In other Universities, where these Languages are recognized as part of the University Course, a Matriculation Examination is required in them, as in Latin and Greek. Not so in the Toronto University College, which is a mere Girl's School for French, or German, where the Students learn the sounds of the Letters, and so on to the pronunciation of the Words, the Declensions of Nouns, Adjectives and Pronouns, and the Conjugations of the Verbs. Yet a learned Professor is employed to teach, and Honour University Students are engaged in this profound a, b, c, of French and German, and even Scholarships, Prizes, and Certificates of Honour are

instituted to reward the successful Competitors! I happen to know that the Examination Questions in one of these "Modern Languages," given to the University Scholarship Candidates, were also given to a class of Boys in a Grammar School, and the Boys quite distanced the Undergraduates in their answering; yet the one was an ordinary Grammar School Exercise, and the other was an University Scholarship Examination; but the Prize of the best Gownsman in the race was a Thirty pounds Scholarship and a Convocation eulogy, while the reward of the still better Boy was the approval of his Master and a direction what to get for his next lesson. But for a Pass-man, there is not so much as a single Exercise of Conversation in French, or German, in the whole University Course which, it appears, does not advance so far in these Modern Languages as in an ordinary School for Young Ladies. Yet this is what Doctor Wilson boasts of as the study of "Modern Languages" in the University, and for which, (the appropriate work of the School Boy and of the Grammar School,) Under-graduates should leave their Latin and Greek, Mathematics and Metaphysics, since, as he says, "every educated man in this Country, and especially every Medical man, ought to know at least French —which is here a spoken language,—and German also." What Masters of French and German will University Graduates become by such a Course of one or two Lectures a week! . . . .

In review of the whole, then, how preposterous is Mr. Langton's assertion, "that, in no sense is the study for our Degree below that required in our best models!"

But I have now to examine some of Mr. Langton's specific Statements and imputations on this point.*

In one of his notes he asserts, Options "practically commence at the third year in the University of Toronto," and charges, as "misrepresentation," what I had asserted in saying that Options commenced the second year. Mr. Langton then quotes what he calls "the rule for the second year," as follows:

"A Candidate for Honours in any department who has obtained first class Honours in the University, in his first year, either in Classics, or Mathematics, or in both Modern Languages and Natural Sciences, is not required in other departments to pass an Examination in any branch in which he has already been examined in his First Year; but having only been examined in pure Mathematics in his First Year, he must also take applied Mathematics this year."

Now then the common sense reading of this rule is that any man who has obtained First Class Honours at the end of the first year can omit any branch whatever, (except Mathematics,) in which he has passed his first year's examination! And I ask what is this but commencing Options at the end of the first year, and not in the third year? But Mr. Langton attempts a forced and unnatural interpretation of the rule which the words themselves will not bear. He says:—

"Now the effect of this rule is, that a Student who has taken first class Honours in either Classics, or Mathematics, need not take a second course of Modern Languages, or of Chemistry, or of Natural History, and several have availed themselves of the Option. But with the essential subjects of Classics and Mathematics, the case is very different. Mathematics cannot be omitted the second year by any one, and Classics in only two cases; 1st, by a Student who has taken First Class Honours in both Modern Languages and Natural Sciences, a contingency which has never occurred yet; and 2nd, by a Student who has taken First Class Honours in Mathematics."

*Mr. Langton, having stated at Quebec that I had employed two graduates of the British Universities, who had not succeeded as Teachers, (a statement which I corrected,) attempts in a Note to make a little capital by saying,—"there was a third Master selected by Doctor Ryerson, and found for some reasons inefficient, who was a Graduate of Dublin." . . . The gentleman alluded to was, I think, the third in the estimate of the Senate on the list of some twenty candidates for a Mastership in Upper Canada College. An additional Master was required in the Model Grammar School, and required immediately. That Gentleman was unemployed. The Council of Public Instruction resolved to employ him from October to January, and advertise for a Master. The gentleman consented to the temporary engagement, with the statement to him in writing that the Mastership would be advertised. He performed his duties satisfactorily; was a candidate; but an Honour Oxford man and experienced Teacher was preferred; yet I felt that the same "Graduate of Dublin" was entitled to a strong letter of commendation, and he is now teaching one of the most important Grammar Schools in Upper Canada. . . .

Now, let the Reader examine the rule again, and I submit to him whether Mr. Langton's interpretation is not at variance with it? I will suppose, (what takes place at every Examination,) that a Student obtains First Class Honours in Mathematics, and only passes in other subjects and in Classics,—that is, answers one-fourth of the questions asked on the only three classical subjects of the first year,—namely, the Sixth Book of the Iliad, Sixth Book of the Æneid, and Cicero's Amicitia,—I ask whether he cannot omit not only his Classics, but even all the other subjects except his Mathematics? Is not this then, Options before the Third Year,—nay, at the end of the First Year,—and Options to an extent unknown in any other College in the British Dominions, and in very few Colleges even in the Western States of America?

But this is not all; there is an unfairness in Mr. Langton's quotation which ought not to be expected from him. He has quoted the rule, not as it existed and was quoted at the investigation last April at Quebec, but as it has since been amended. (I understand a large business was done in the Senate in the way of amending Regulations, and making new ones during the nine months after the Quebec Investigation.) The rule, as it was published in the Calendar for 1859-1860, and quoted at Quebec, is as follows:—

"Candidates for Honours in any department, who have also in the First Year obtained University First Class Honours, either in Greek or Latin, or in Mathematics, or both Modern Languages and Natural Sciences, are not required to take any branch in which they have passed the University Examination in the first year," etcetera, as above quoted.

The *or* between Greek and Latin instead of "and," as given in the rule since the Quebec Investigation, is material, and spoils to a still greater extent Mr. Langton's argument, as well as the fairness of his quotation. But I will go further, I will show that the case of Options at the end of the First Year is even stronger than I put it in my Defence at Quebec. The University Statute of 1857 on the subject goes farther than the interpretation of it given in the College Calendar for 1859-1860 quoted by me. The Statute is as follows:—

"A Candidate for Honours in any department, who has obtained Honours in the University, in his first year, is not required in other departments to pass an Examination in any branch in which he has already been examined in his first year; but having only been examined in pure Mathematics in his first year, he must also take applied Mathematics this year."

There are three words in this clause of the Statute which merit special notice. The first is the word "Honours,—not "first class Honours," as in the present rule, but "Honours," of which there are two classes; and the names of these two classes of men of "Honours" will be found to cover more than a page of the College Calendar, and include a great proportion of the Students; yet every one of these numerous men of Honours could range at will over the wide field of Options. The other two words of the Statute, deserving notice,—namely, "department," and "branch,"—indicate the extent of those Options. Now, in another part of this same Statute on Studies, I find the Studies of the First Year divided into six "departments." 1. Greek and Latin Languages; 2. Mathematics; 3. Modern Languages; 4. History; 5. Natural Sciences; 6. Natural Theology and Evidences of Christianity. Two of these "departments" are divided into two "branches" each. Under Modern Languages are classed the two "branches" of English and French; and under Natural Sciences, are classed the two "branches" of Chemistry and Natural History. Now, any Student who obtained "Honours," (of either class,) in any one of these six departments, and barely passed in the others, could abandon them all, (except Mathematics,) at the end of his first year, and exercise his choice, not only as to the six "departments," but even in regard to the four "branches" of two of the "departments!"

In my Quebec picture of the Toronto University Options, I, therefore, fell quite below the reality, and my shading was dull and tame in comparison with the brilliancy of the original. The material change made in the Statute since 1857, is in placing the words "first class" before the word "Honours."

Such are the Options allowed during the Second Year of the University Course,—Options peculiar to the Toronto University, and remarkable for labour-saving on all sides, and equally remarkable for erecting an educational structure of show, and without solidity, or foundation. If we have not found a "royal road to learning," we have certainly got a Langton and Wilson road to "Degrees made easy." Upper Canada wants what is solid and substantial, not, (as the late Sir James Stephen expressed it in the preface to his Cambridge Lectures on History,) "a shabby superficiality."

If we follow Mr. Langton and Doctor Wilson in their third and fourth year's University Course, we will find their Options a natural sequel to the "shabby superficiality" of their Second Year's Course. In regard to the Third Year, we have the following rules:—

"A Student who is not a Candidate for Honours, or who may not exercise the Options permitted in Honours, is not required at this Examination to take both 'Greek and Latin' and the 'Modern Languages,' but either at his Option." (That is, he can abandon Greek and Latin Literature to study the Elements of the French, or German, Grammar.)

"A Candidate for Honours in any Department, who has obtained First Class Honours the Second Year, is not required to pass an Examination in more than two branches [there are three 'branches' in one 'department'] in which he has already been examined in previous years, and he may select these branches amongst the different departments." (In this year there are six "departments," and three of them subdivided into seven "branches!")

Then, if we proceed to the Fourth Year, which is for the Degree Examinations, we have the following Regulations:—

"A Student, who is not a Candidate for Honours, or who may not exercise the Options permitted in Honours, is not required at this Examination to take 'Greek and Latin,' and the 'Modern Languages,' but either department at his 'Option.' Neither is a Student required to take Metereology, Mathematics, and Chemistry, but any one of these subjects, at his option." [Thus a Pass-man can pass his Degree Examination without being examined in either Greek, Latin, or Mathematics, and without having been examined in either of them during the preceding year. For the Candidate for Honours the latitude of pick and choose is still wider, as the following Regulation shows:]

"A Candidate for Honours in any department who has attained first class Honours in the University in his third year, is not required to pass an examination in any other department than that in which he is a Candidate for Honours."

I submit, therefore, whether my remarks at Quebec as to the nature and extent of Options in the Toronto University are not more than borne out by an examination of the Regulations themselves.

I submit whether these Regulations do not refute the assertions of Mr. Langton and the appeals which he has made on the subject.

I submit finally, and, what is most important,—that, in such a system of low Matriculation requirement, and then of selecting and declining, gleaning and omitting, from the very end of the first year, and at length of emasculation and diminution, as you advance, whether there can be any solid University Education, and whether Degrees thus conferred can have any definite signification beyond the fact that the Graduate has attended a certain period a kind of omnibus Institution, where a little of many things can be snatched up, but where there is no required thorough system of intellectual training in any thing.

Toronto, March 27th, 1861. Egerton Ryerson.

Letter IV. to the Chairman of the Select Committee at Quebec.

Mr. Langton and Doctor Wilson compared,—the latter objects to Doctor Ryerson's Qualifications to advise in regard to a System of University Education.—I now address myself for a short time to the forty pages of this Pamphlet, which bear the name of Doctor Wilson,—a man quite inferior to Mr. Langton in mental acumen, although his

superior in supercilious pretensions. Mr. Langton understands his subject, however narrow and partial his views; Doctor Wilson misunderstands his subject, as well as his own position. Mr. Langton reasons; Doctor Wilson declaims. Mr. Langton accumulates plausible statistics; Doctor Wilson multiplies offensive insinuations. Mr. Langton abounds in artful sophistry; Doctor Wilson revels in spiteful invective. Mr. Langton's Notes are so many desperate efforts to defend what is indefensible; Doctor Wilson's Notes are so many ejections of venom. The essence of his thrice-varied Speech and Notes is embodied in one of his concluding remarks to the Committee, (to which I made no reply). He said:—

"On obtaining permission to address you," "I felt it my duty to show to the Committee that, neither by previous education, by special training, or experience, nor by fidelity to the trust imposed in him as a Member of the Senate of the University, does Doctor Ryerson merit the confidence of this Committee, or of the Province, as a fit Adviser on a System of University Education."

The confidence reposed by the Representatives of the people in Parliament in Doctor Wilson, the "unauthorized Representative" of the University College, after his Speech, and the reply to it, may be inferred from the fact that, they unanimously added £500 to the Grant to Victoria College, which I had advocated, and which Doctor Wilson had assailed as having no claim to public support.

Examination by way of retort of Doctor Wilson's Qualifications, and how he obtained his Degree.—When Doctor Wilson urges and demands my disqualification in regard to the System of University Education, he of course assumes to himself all the requisites to "merit the confidence of the Province as a fit Adviser on a System of University Education." Although he deals as flippantly with the Systems of the English Universities, as he does with Doctor Ryerson's history and qualifications, he yet confesses—"I have no great familiarity with the Systems of Oxford and Cambridge. I was educated in Scottish Halls." But it turned out in his cross examination before the Committee, that even in the "Scottish Halls," he had never passed a Degree, or even a Matriculation, Examination; he took no Degree—was no Graduate,—but an attendant on some Courses of Lectures in the "Scottish Halls" of the Edinburgh University, as many persons are in the Halls of Toronto University College, but who are not Undergraduates. When he got the appointment of English Professor in University College, Toronto, he had no Degree whatever, but got one as an outfit for "this Canada of ours" from the University of St. Andrews, and not from that of Edinburgh. . . .

Doctor Wilson's suppression and variation of passages in his Speech and additions.—Then his published Speech itself is characteristic of its Author—a piece of mere pretence. It is not the Speech that was handed in to the Committee and printed in its Minutes; nor is it the Speech that was delivered before the Committee: it is an emendation of both, got up and published a month after its professed delivery!

I can appeal to you, as the Chairman of that Committee, and to all who heard me, that in not one instance did Doctor Wilson object to the accuracy of the passages, which I quoted from his Speech as I wrote them down at the time of delivery, and to which I replied. Yet in not one instance are those passages given in his published Speech, as he delivered them, as I quoted them, and as they are printed in my reply in the Minutes of the Committee; and some of the passages quoted and replied to by me are omitted altogether in his published Speech!

I can also appeal to you, and to all present on the occasion, that Doctor Wilson concluded his spoken Speech, and resumed his seat in the midst of the laugh created by his allusion to my having meditated a System of Public Instruction for Canada on some of the highest mountains of Europe, which accounted, as he supposed, for its being so "very windy." These, as you, and all present, well know, were the last words of Doctor Wilson's spoken Speech; yet, on turning to his printed Speech in this Pamphlet,

you find the allusion not only differently expressed, but followed by three pages of the alleged conclusion of his Speech,—a conclusion which was not delivered at all,—which, therefore, could not have been reported by another,—but which has since been written out by himself, and is now published by him, and that out of the funds of the University, as the veritable Speech delivered by him before the Select Committee at Quebec!

The Speech really delivered by him, I have sufficiently answered in my Reply made before the Committee, printed in its Minutes, and since published. Nor does this apocryphal version of his Speech require any further remark.

How far, therefore, Doctor Wilson's career in the "Scottish Halls," his Speech at Quebec, or this new version of it,—or all together,—give him special claim to the confidence of "the Province as a fit Adviser on a System of University Education," may be left to you, Sir, and to the public to judge.

Other illustrations of Doctor Wilson's qualifications to the exclusion of Doctor Ryerson in University matters.—But Doctor Wilson has furnished other samples of his rare qualifications as a "fit Adviser" for Upper Canada in its "System of University Education." The one is, his historical research in discovering that, "the age of Pericles, in which Greece lavished her resources upon stone and marble,"—(as have the resources of the Toronto University been,) was but the harbinger of her highest intellectual and moral grandeur, though Tytler says, "The age of Pericles is the period from which we may date the decline of Athens"; and Rollin says:

"Plato, who formed a judgment of things, not from their outward splendour, but after truth, observes, (after his Master, Socrates,) that Pericles, with all his grand Edifices and other Works, had not improved the mind of one of the citizens in virtue, but rather corrupted the purity and simplicity of their ancient manners."

But as neither Plato nor his Master, Socrates, was a Graduate after Doctor Wilson's fashion, their authority must, of course, yield to his, especially in his own department of History. Nor do I suppose he will have more respect for the opinion of Epictetus, who said:

"You will confer the greatest benefit on your city, not by raising the roofs, but by exalting the souls of your fellow-citizens. For it is better that great souls should live in small habitations, than that abject slaves should burrow in great houses."

With research and accuracy equally characteristic, does Doctor Wilson assert the experience of Protestant Countries to be against Denominational Colleges, although not a few school-boys know that England and America are dotted over with Denominational Colleges, and Non-denominational ones are the exceptions, and are becoming comparatively fewer year by year.

But that which exceeds in originality and antiquity any of Doctor Wilson's other researches, is his discovery which he announced in a printed Address to the Canadian Institute—namely, "the Pen of Socrates" and its marvellous effects. Plato and Xenophon have reported many of the sayings, and opinions, and doctrines of Socrates, which have also been satirized by the buffoonery of Aristophanes. But the "Pen of Socrates" is quite a Wilsonian discovery, and must exalt its author far above Sir Walter Scott's Scottish Antiquary, and even render him scarcely second to the renowned Martinus Schiblerus himself, who found an ancient shield, encrusted with venerable dust, and mused profoundly upon what must have been the splendid appearance of its bright newness, when, one day an officious house-maid scoured off the rust, and found it to be an old pot-lid! It is to be hoped a like fate may not befall Doctor Wilson's "Pen of Socrates," but that he will place this remarkable "relic" in the University College Museum, with his collection of Indian Pipes and Tobacco, for the inspection of the curious.

So much, then, by way of pleasantry and retort, in regard to Doctor Wilson's qualifications, "as a fit Adviser on a System of University Education," to the exclusion of

Doctor Ryerson, and all other Canadians who are not "Graduates," after the example and pretensions of this professorial sciolist who insults them.

Doctor Wilson's charge arising out of Proposed Grammar School Master Exhibitions refuted.—I will now notice some of Doctor Wilson's Statements in his Notes. In one Note he endeavours to convict me of gross inconsistency because I condemn the low standard of Matriculation into the University, while I proposed, in March, 1857, four Exhibitions for Common School Teachers in the University, with a view of their appointment to the Masterships of Grammar Schools after one year's study in the University, commencing with Matriculation. The conditions of those proposed exhibitions were four, as quoted by Doctor Wilson himself: "1. The Exhibitioner must have taught a Common School in Upper Canada. 2. He must have attended the Provincial Normal School at least one Session. 3. He must have been recommended by the Council of Public Instruction. 4. He must engage to teach a Grammar School in Upper Canada for at least three, or four, years; and provide for the fulfilment of this promise, or refund the amount of his Exhibition, with interest." In my Letter to the Senate proposing those Exhibitions, I remarked, (as quoted by Doctor Wilson, also), "In our present Normal and Model Schools, and in our proposed Grammar School, the Exhibitioners would receive a thorough preparatory training, both as Students and Teachers, in all the subjects in which Candidates are examined for Matriculation into the University." Now, Doctor Wilson omits one fact, but a fact which destroys his whole argument, if its omission does not prove his disingenuousness. It is the fact, that the standard of Matriculation at that time was not what it is now, but as it was established in 1854,—a standard which Doctor Wilson says in his Speech was higher than that at which Degrees are conferred in the Scottish Universities. It is also worthy of remark, that the Model Grammar School thoroughly trains its Pupils in all the subjects required by law to be taught in the Grammar Schools. A Student, therefore, thus prepared, (and especially in the case of a young man who had served a successful apprenticeship as a Common School Teacher, and had then been trained in the Normal and Model Grammar Schools,) and entering the University at the former standard of Matriculation, would have been much further advanced at the end of one year, than an Undergraduate now is at the end of two years, when both Classics and Mathematics become Optional Studies. Of the propriety of such a proposition, under such circumstances, and of its advantages both to the ablest Common School Teachers and to the Grammar Schools, every intelligent and practical man can judge. But as the standard of Matriculation is now reduced, such Exhibitions would be of little use beyond the training given in the Normal and Model Grammar Schools, as Candidates for Grammar School Masterships having Certificates as Second Year's men in the University, have been plucked for incompetency by the Committee of Examiners.

Doctor Wilson's Statements and proceedings as to Evidence arising out of the reports of Grammar School Inspectors refuted and exposed.—I next advert to a statement of Doctor Wilson more disreputable than any I have yet noticed; and I think that the perusal of it can hardly fail to excite indignation in your own mind, and in that of the Honourable Mr. Foley, and of such other Members of the late University Committee as were present when the circumstances referred to transpired. It relates to what I alleged as to the comparative efficiency, upon the whole, of Graduates of the different Colleges as Masters of Grammar Schools, as gathered from the Reports of the Inspectors. The scandalous proceeding of Doctor Wilson in this matter cannot be understood without a brief reference to the circumstances of the case. You will recollect, Sir, that on my first appearance before the Committee, in obedience to your summons, I made a verbal statement, which I was requested to prepare and hand in in writing. I did so, but with some delay in consequence of bereavement and affliction. But I wrote it out at intervals as I could, sending to the Printer a few pages at a time, and mostly

without even reading after writing them. You left Quebec a few days before the adjournment of the House for the Easter holidays, and the Honourable Mr. Foley acted in your place as Chairman of the Committee.

During the last sitting of the Committee, before the Easter holidays, several copies of my Evidence, printed in slips, were brought into the Committee Room. On glancing down these slips, I observed it was a proof of my Evidence, which had never been sent me, which I had not corrected, and in which parts of my Statement were misplaced, words omitted in some places, and wrong words set up in others. I immediately addressed publicly the Chairman of the Committee, (Mr. Foley,) stating that copies of my Evidence had been sent in slips, without the proof having been corrected, or seen by me,—that parts of the Evidence had been misplaced, and many words of the Manuscript had been mistaken by the Printer. The Chairman forthwith gave directions that I should be allowed to correct and revise the proof at my discretion, and that my Statement should not be sent out until corrected by me. Yet some copies of these uncorrected and unrevised proofs were sent out, and parts of them published in some of the papers. After the adjournment of the Committee, the Honourable Mr. Cayley, (who was reading a proof copy of my Statement), drew my attention to certain expressions which he thought might cause pain to some individuals, and suggested whether it would not be better to omit them. I acceded to his suggestions, so far as to omit one, or two, expressions, and modify others. I forthwith corrected and revised the proof, and got a number of copies printed in slips at my own expense, and addressed them to several parties. Thus matters remained until the Committee re-assembled after the holidays, when you were present and presided. In the course of the proceedings, Mr. Langton intimated that he did not desire now to summon the Inspectors of Grammar Schools, as Doctor Ryerson had withdrawn the imputations which he wished to rebut. I then appealed to the Committee that I had withdrawn nothing, as no authentic statement of my Evidence had been given, except that before the Committee, and recapitulating, as above stated, what had transpired in the Committee during its last sitting before the Holidays, and what were the directions of the Chairman of the Committee. Mr. Langton denied the accuracy of my Statement, and Doctor Wilson rose to support Mr. Langton, when some conversation took place between some Members of the Committee, (including Mr. Foley, Mr. Roblin, and, I think, Mr. Simpson, of Niagara), and you, in a clear, strong, voice, said—"Mr. Langton, three Members of the Committee, who were present, understand the matter just as Doctor Ryerson states it."

You will recollect, Sir, that I re-affirmed the statements as contained in the first printed proof of my report on the points objected to,—that the reports themselves were there from which I had received my impressions and drawn my inferences,—that I knew not what the Inspectors thought, or intended,—that I appealed to the Reports, that I was ready to go over them with any one or more Members of the Committee, and let them say whether I was justified in my inferences and statements, which Mr. Langton, (to whom I had lent the Reports,) denied. You will doubtless recollect, likewise, that, in reference to my proposal, or challenge, to examine the Reports themselves with any Members of the Committee, Mr. Attorney General Macdonald remarked, "that is fair." Yet after these occurrences, and, in presence of these facts, Doctor Wilson endeavours to impugn me on this subject, and charges me with an "extraordinary and unfounded statement," which "was forthwith investigated, and the Inspectors of Grammar Schools called upon to state what were the facts of the case." The absurdity, as well as groundlessness of this Statement is manifest from the fact, that the question had nothing to do with the Inspectors, but with what was contained in their Reports, which were laid before the Committee.*

*The remarks which Doctor Ryerson made on this subject a few days after, in his general defence before the Committee, in reply to Mr. Langton and Doctor Wilson, will be found on page 275 of the Fifteenth Volume of this Documentary History.

Finally, to complete the catalogue of inconsistencies, Doctor Wilson quotes from a Letter of mine published in June, 1828, on "The University," in which I objected to the first Charter of King's College, as being for one Church alone. In the passages which Doctor Wilson quotes, I referred to the persecuting bigotry of Oxford University in having expelled John Locke and John Wesley from its Halls, and objected to an University being established by the State in Upper Canada on the same principles. Doctor Wilson thinks he has discovered "a marvellous change in my sentiments" since then as to Denominational, or Non-denominational Colleges.

It is rather hard for a man to be hounded over a period of thirty-three years,—from the age of twenty-five to that of fifty-seven, in search of an inconsistency in his sentiments on a great social question in a young Country whose institutions are undergoing frequent and rapid changes. It is possible that it was in this search for a "relic" of my inconsistency, Doctor Wilson discovered the more remarkable "relic" of the "pen of Socrates." However that may be, his research seems to have been as superficial and one-sided in regard to the sentiments of my youthful Letter of 1828, as I have shown him to be on other subjects with which he ought to be acquainted. I might claim to be more competent to judge on this, as well as on other subjects, now than I was thirty-three years ago. But I am willing to have my consistency tried by so severe a test, as it happens that my first impressions on this subject are my present views. With his usual unfairness, Doctor Wilson omits to state what were the defined objects King's College, projected in 1828, of the provisions of its Charter, and of the grounds of objection to it. Addressing the then Archdeacon of York, (Doctor Strachan,) who had procured the Royal Charter, and referring to the contemplated University, I said—"All its Officers and Professors are required to be of the Church of England,—it is entirely under the direction and control of that Church,—and you yourself said in your appeal to the men of Literature and Religion in England, that 'it would be essentially a Missionary College for the education of Missionaries of the Church of England'; and, as an argument to obtain from the Members of that Church contributions towards the Funds of the College, you mentioned that 'the effect of establishing it will be ultimately to make the greater portion of the population of the Province Members of the Church of England.'" It may appear strange at this day, even to many Members of the Church of England, that such were the publicly and sincerely avowed objects of the only Endowed University of Upper Canada in 1828; and it will perhaps be thought equally strange that at that time Wesleyans and others could not only not be married by their own Clergy, but had no law by which to hold a piece of ground on which to erect a Place of Worship, or in which to bury their dead. Nor may it be improper for me to remark, that my own advocacy then, (and for two years previously,) of equal civil rights for all classes, and on the University Question, (from which Doctor Wilson urges my proscription on the ground of ignorance and unfaithfulness,) was the result of deputations to me from Ministers of different Religious Persuasions, (who furnished me with many valuable Books then scarce in the Country,) some of whom were Graduates of British Universities, who had obtained their titles on the ground of right, after having passed both Matriculation and Degree Examinations. . . . . But, even in 1828, the objection against the University Charter, was not upon the ground of Non-denominational Colleges, as against Denominational Colleges, but upon the ground of a one Church College monopoly against all other Churches, just as we now contend against a no-Church College monopoly against the Colleges of all Churches. Thus, in the very Letter of 1828, from which Doctor Wilson quotes, I concluded one part of my argument in the following words:

"Hence His Majesty's Grant of the present Charter, which was intended to 'conduce to the welfare of the Province,' being nothing but an apple of discord, a source of unjust monopoly on one hand, and of barbarous exclusion on the other, ought to be extended, or withdrawn altogether."

Then as the School System of Scotland had been adduced as an argument to support the system of a one-Church-College, I gave a brief account of that System from the *Edinburgh Christian Instructer* and from the *Edinburgh Review*, and remarked as follows:

"Such is the System of Education to which Scotland owes its high reputation for intellectual improvement, and such is the System of Education we would advocate for Canada,—a System established by Acts of our Provincial Legislature,—a System on an economical plan,—a System conformable to the wishes of the great mass of the population,— a System promoted by the united efforts of the Laity and Clergy of every Denomination."

I submit, therefore, that, tried even by the extraordinary ordeal of what I wrote in 1828, the School System I then sketched is now a reality, and the University System I then hinted at is now the desideratum.*

But Doctor Wilson seems not to understand how I can honour the Scholarship and Literature of Oxford now, when, in 1828, I denounced its bigotry and exclusiveness. He does not appear to comprehend the difference between bigotry and literature; and that even in respect to exclusiveness itself, Oxford, since the repeal of the Test and Corporation Acts, and since the repeal of its own tests by Act of Parliament in 1854, is, I scarcely need say, not the Oxford it was in the days of John Locke and John Wesley. But even in 1828, while I denounced the bigotry of Oxford, I paid homage to its Literature in stronger terms than I did at Quebec last year, and in the following words:

"The University of Oxford, which has existed (as Cowper says) 'time out of mind,' and that of Cambridge, also venerable for its antiquity, have thrown a literary splendour around Great Britain, which very justly gives her the pre-eminence over most of the European nations, and have produced many of the brightest lights that ever graced any age or nation."

The next topic to which I will refer, is one on which Doctor Wilson seems to be specially restive,—namely, the slight value I seem to place on his Professorship in University College; and Mr. Langton, in a Note, thinks me very inconsistent to incline to dispense with Doctor Wilson's Professorship in the College, after having recommended, in my Letter to Mr. Hincks in 1852, a Professorship of the same kind in a Provincial University. In my defence of the Memorialists at Quebec, I gave my reasons for thinking that Doctor Wilson's Professorship, from its topics and connections, belongs to the Grammar School, rather than to the College, and what is the true method of teaching the English Language and English Literature itself in the Course of College Studies; while, in my Letter to Mr. Hincks, I suggested Professorships and Lectures that should be supplementary to and above those of the College. In my Letter I said:

"I would propose further to maintain and to give effect to the idea which has been vaguely, though popularly, held, namely, the idea of a Provincial University, sustaining a common relation to all the Colleges of the Country, and providing instruction in subjects and branches of Science and Literature, which do not come within the Undergraduate Curriculum of any College." "I would connect with this University such Professorships as those of Ancient and Modern Philosophy and Literature,

*I may observe that in 1832, Victoria College, then Upper Canada Academy, was projected; that in 1836-7 a Royal Charter, with a public Grant in its aid was obtained; that in 1840, (two years before Toronto University was opened,) it was Incorporated as the University of Victoria College, with a Grant of £500 per annum; that in 1846, when I presented my first Report on a System of Public Elementary Instruction in Upper Canada, I regarded Denominational Colleges as an integral part of the System; that in 1849, I officially announced my determination to retire from office sooner than assent to a law that would exclude the Bible as a right of Protestants from the Schools, or that ignored the right of Parents and Pastors in regard to the Schools and the Religious instruction of youth; that, in 1852, I explained and urged at large in a Letter to Mr. Hincks, the duty, right, and patriotism of recognizing and aiding Denominational Colleges as an essential part of our Educational System, and that that was the very time I was defending that System against the aggressions of a Roman Catholic Bishop; that in my official School Report for 1854, while I vindicated at large our School System, I pointed out Denominational Seminaries and Colleges as the harmonious and natural sequel to it. Thus, for more than thirty years, I have held and advocated a Denominational College System as the proper supplement to, and counterpart of, a Non-denominational Common School System, and the Church to which I belong, and of which I have often been the Agent and Representative in these matters, is known to have held and supported, as it still holds and supports, the same views.

General History, Natural History, Astronomy, Political Economy, Civil Engineering, Agriculture, etcetera. I would make the Library and Lectures free to the Professors, Graduates and Undergraduates of all the Incorporated Colleges, and perhaps to the Members and Students of the Professions generally, according to prescribed Regulations. I would have the Lectures easily accessible, if not free, to the public."

I might very properly recommend such Professorships and Lectures, (and they could have been effectively provided for, had not the University Endowment been so reduced by wasteful expenditure,) and yet regard as rather injurious than otherwise such Lectures as Doctor Wilson's, to youth from fourteen to twenty years, admitted at a low standard, and in the midst of the severe and confessedly essential studies of a sound Collegiate Curriculum. Doctor Wilson may think that information talked into Pupils is the true way to make full men of them; he may regard the young men in "this Canada of ours" as a species of the animals described by Pliny, that fatten upon smoke, and think that his smoke is the best food for that purpose; but I rather agree with the late Doctor Arnold,—the prince of Instructors and Scholars,—when he said:

"I care less and less for information, more and more for the true exercise of the mind; for answering questions concisely and comprehensively, for showing a command of language, a delicacy of taste, and a comprehensiveness of thought, and a power of combination." Sir James Stephen, late Professor of History at Cambridge, said:—"I am extremely sceptical as to the real value of public oral teaching on such a subject as mine, (Modern History). If Abelard were living now, I believe he would address his instructions, not to the ears of thousands crowding round his chair, but to the eyes of myriads reading them in studious seclusion."

Lectures on History and cognate subjects, which are a time-losing and an attention-distracting farce for College Boys, may be of great value to men who have completed, or are far advanced in, the mental training of a solid College Curriculum, as even conveying useful information, but especially as suggestive of the various sources of knowledge and the manner of acquiring it. But Doctor Wilson's views seem not to reach an inch beyond the little horizon of his own petty prelections, or above the low standard of his disjointed and attenuated College Curriculum. Nay, he looks with amazement to the height of the former standard of Matriculation, as "a higher requirement than a man can take his Degree in any University in Scotland,"* although the standard of Matriculation in the Queen's Colleges in Ireland, in Harvard and Yale, is still higher, and higher still in the English Universities. Young men enter the English Universities at the average age from 18 to 20, (after a thorough School training up to that period); but, in the Toronto University, Boys can enter at the age of 14, and may come out full blown Graduates at the age of from 18 to 20, after an unprecedented System of pick and choose in their Studies from the end of the first year,—that is, from the age of 15 or 16. It is impossible but that the educated mind of Canada must be belittled, as well as inflated, by such a system of "shabby superficiality," and money misapplied in its support.

I doubt not but many worthy and able young men are among the Undergraduates and Graduates of this System; I trust some of them will become ornaments and benefactors of their Country; but it will be not in consequence, but in spite, of the System itself; by their own strong sense and manly energies, they will lay deep and broad foundations, and raise an intellectual superstructure of magnificence and grandeur beyond anything embraced in this feeble College System. They will owe their distinctions to themselves, under the Divine blessing, and derive no prestige from "Degrees made easy" under the low Matriculation and endlessly "optional" scheme of Mr. Langton and Doctor Wilson.

TORONTO, March 29th, 1861. EGERTON RYERSON.

*In his published Speech Doctor Wilson has added, "in Oxford, or Cambridge, or in the London University"; but he did not go beyond Scotland in his Speech as delivered. The addition has doubtless been made in consequence of my reply, that, by Doctor Wilson's own confession, he had never advanced so far as the former standard of Matriculation at Toronto His reference to the English Universities is simply absurd.

P.S.—The policy of Mr. Langton and Doctor Wilson having been . . . . by personal attacks upon me, to divert attention from the real merits of the question, I have felt it necessary to occupy a considerable part of this and the preceding Letters in replying—I hope for the last time—to those attacks. As personal imputations and insinuations against me were, for a transparent purpose, used for arguments, it would have been alleged that I had not answered their arguments, had I not replied to what was substituted for arguments.* But, while repelling and retorting personal attacks, I trust I have not failed to develop throughout the great principles of the question, and to exhibit the unjust and downward course of the Managers and Advocates of a one College monopoly. I may remark that I have abstained from noticing again two, or three, of Doctor Wilson's impugning statements involving the names of third parties, who have no connection with the present discussion, although to have noticed these statements would have furnished additional illustrations of his garbling as to the facts and quotations.†

Doctor Wilson, in his objections to Victoria College, allows no credit for the fact that, by its Charter, the Speakers of both Houses of Parliament, and two Members of the Executive, are *ex-officio* Members of the Senate, because they do not attend its Meetings. Were anything objectionable introduced into the College,—any sectarian tests, or exclusiveness,—they would doubtless attend and see the wrong rectified. They have the right to attend, and to inquire at all times in all things pertaining to the College. But, on the other hand, in every Report and in other official Papers of the Toronto University, the names of the Provost of Trinity College, the Principals of Queen's, Regiopolis, and Bytown Colleges, and of others, are published as Members of the Senate, although they never attend, and some of them have given notice that they would not attend.

Mr. Langton also states, that "one reason why Denominational Colleges have not adopted the University Course has been stated to be that they are unable, from insufficient means, to teach all the subjects required." I believe this Statement to be wholly unfounded. I never heard of it except from the pen of Mr. Langton, for it was never uttered, at least in my hearing. The Course of Studies required in the Denominational Colleges is more thorough than that required in the Toronto University; but they do not allow their Students to pick and choose their subjects, but to take all the subjects of the Course. I believe the reasons assigned that Undergraduates in Denominational Colleges would not compete for Honours and Scholarships in the Toronto University were, that they would not be allowed, apart from the question of Examiners, to leave all other subjects of their Course, to study one or two; nor were the Denominational Colleges able, or disposed, if they were able, to employ extra Professors, or employ the time of ordinary Professors, to teach Students in Honour subjects not embraced in the Course taught to and studied by all.

*I should have been glad to have omitted many of the personailties in these Letters: but as they were legitimately provoked by Doctor Wilson's impeachment of Doctor Ryerson, I could scarcely omit them. Doctor Wilson said, in his revised remarks, that, as "Neither by previous education, by special training, or experience, nor by fidelity to the trust imposed in him, as a Member of the Senate of the University, does Doctor Ryerson merit the confidence of this Committee, or of the Province, as a fit Advisor on a System of University Education."

†It may, however, be proper to give the following replies from the Reverend W. H. Poole to certain Notes in the Langton-Wilson University Pamphlet:

1. To the Notes impugning the correctness of the Reverend W. H. Poole's list of forty-five salaried Officers, that Gentleman replies as follows:—

"If I had so far done injustice to the official returns of the Bursar of the University, as Messieurs Langton and Wilson pretend to affirm, it is remarkable that neither of these Gentlemen, nor the Bursar himself, dared to question the accuracy of my evidence when I was before the Committee, and when I could have shown the truth of my remarks from the Documents on the Table. My Statement was made on the authority of the financial report of the Bursar of the University. There are forty-five separate Salaries given in the Bursar's Report. . . . .

LETTER FIVE TO THE CHAIRMAN OF THE SELECT COMMITTEE AT QUEBEC.

Facts and references—Testimony to Professors in University College—Doctor McCaul—Doctor Wilson's imputation upon distinguished Persons and Three Senates, in a Note.—I will now address myself to the principal facts and vital principles of this great University Question. I have thought it needless, in the preceding Letters, to dwell again upon the vast and extravagant Expenditures of the University Endowment, reducing its Income in a sum sufficient, (allowing even $100,000 for the erection of College Buildings, had the Statute authorized it,) to support two efficient Colleges. The great facts on that subject have not been questioned; and the Honourable Alexander Campbell, of Kingston, in a late published Speech, has exceeded all previous disclosures as to Toronto University Expenditures.* It has been shown that Mr. Baldwin's Government, in 1850, proposed £20,000 for the erection of University Buildings, which were to provide for the Faculties of Law and Medicine, as well as of Arts, and as the sole College of the Country. It has also been shown that Her Majesty's Government, have erected three splendid University Colleges in Ireland, with accommodations in each for the Faculties of Law, Medicine, and Arts, and Residences of President and Vice President, and at much less than half the sum for each College than has been expended on the University Buildings at Toronto, without Residences, and where there is only the Faculty of Arts. Nothing more, therefore, need be added on the subject. Nor have I deemed it needful to re-discuss at length the question of Scholarships, as my previous arguments and facts have not been answered, and the Scholarships are only one of the outcrops of what lies deeply embedded in the System itself. Neither have I again referred to the University College composition of the Senate, as no attempt to question the Reverend W. H. Poole's conclusive evidence on the subject has been made. Nor, finally, have I referred to the Honour, or voluntary, Studies and Examinations in University College, as distinguished from the Pass Studies and Examinations, as these do not relate to what is required. Had I compared the Honour Studies and Examinations at Toronto with those of the English Universities, the difference and contrast would have been more remarkable than those that have appeared in comparing and contrasting the Pass, or required Studies and Examinations at Toronto and in the English and other Universities. In addition to which nearly one-half of the time of the publicly paid Professors in Toronto University College is employed in Lectures, not in the Pass, or required subjects, but in the voluntary subjects of Candidates for Honours and Scholarships; whereas all such Candidates in every English, or American, College provide whatever instruction they need, or desire, in subjects, for which they expect to be rewarded by Honours, Prizes and Scholarships. This is the more exceptional still in regard to both Professors and Students, when the Candidates for Honours and Scholarships in the Toronto University College are allowed to omit many of the Pass subjects, whereas, in the English Colleges, the Honour subjects and Examinations are in addition to what is required in the Pass subjects and at Pass Examinations. The Honour and Scholarship men there, are those who do all the work of Pass men, and a very great deal more, and at their own expense; the men of Honour and Scholarships here are those who pick and choose certain subjects—omitting others—and devote the chief part, if not the whole, of their time to these selected subjects, with the aid of Professors, whose whole time is paid for by the public, and which ought to be devoted to the public, or required, work of the College for the benefit of all Students performing that work.

It now remains to enquire whether the Toronto University College has any good grounds to be regarded as the solely Endowed Institution of University Education for Upper Canada; and, if not, what the National System of University Education should be.

*See pages 248-251 of this Volume.

Let it be here observed, that in discussing the Course of Studies in the Toronto University College, I have not intended, in the preceding Letters, nor do I now intend, any disrespect to its Professors, to whose attainments and abilities I have more than once borne my humble testimony. The fact of Doctor Wilson not being a Graduate of any University, and of his acquirements being so superficial, cannot materially detract from the efficiency of the Faculty as a whole. . . . Doctor McCaul's reputation as an accomplished Scholar and able Instructor has been long established. The Curriculum established in old King's College, of which he was President, and the Curriculum established in Toronto University in 1851 and 1854,* when he was Vice Chancellor, and prepared by him, express his views of what an University education for Canada ought to be. Although I have never exchanged a word with him on the subject, I am sure he must naturally feel pained at the invasion of his own department, and the depredations which have been committed in it; but he knows that in past years he has annually sent out Graduates worthy of the name, and that no one will attribute to him the late reductions and emasculations of the University Curriculum. It is to be hoped he may yet be able to restore it to an elevation, solidity, and comprehensiveness worthy of a National University Institution.

Why the defects of University College have been noticed.—Nor should I have felt it my duty to notice any defects in the system of Toronto University College more than in any other College in the Country, were it not the only State Endowed College of the Country, and advocated as the only College worthy of such Endowment. The gauntlet was, therefore, thrown down to the advocates of the equal rights of other Colleges. I was resolved to volunteer no expression of opinion before the Committee; but that, if called upon by the Committee, I would take up the gauntlet which monopoly had thus thrown down, and test the claims of Toronto University College to be the only publicly Endowed University College of Upper Canada. This is now the essence of the University question. I remark then that Toronto University College has no right to be the only endowed College of the Country for the following reasons:

First reason why University College should not be the only Endowed College of the Country—it is not acceptable to large portions of the Inhabitants.—1. It is not acceptable to large sections of the inhabitants. The existence of Colleges in connection with four of the largest Religious Denominations in the Country,—and these Colleges established by voluntary effort,—proves how large a proportion of the people of Upper Canada dissent from a College under no religious faith or oversight, and prefer Colleges of their own Religious faith, heart and practice. The only perceptible difference among the Members of any of these great sections of the community, is in the Church of England; but that difference is owing to local, and, I trust, temporary causes, and not to a

*Doctor Wilson, in his Speech at Quebec, says: "I hold in my hand the original Matriculation Examination of the Toronto University, inherited from the old King's College, which I do not hesitate to say, if persisted in by us, would have been the most solemn farce educated men ever attempted to perpetrate in any Country." He insinuates that it must have been a deceptive "paper programme." Now, the Author of that programme, which Doctor Wilson characterizes as a "solemn farce," and insinuates was deceptive . . . was the Bishop of Toronto, (now so venerable for years, labours, and virtues,) aided by Doctor McCaul, and one Member of each of the English Universities, and by the counsel of such men as Sir John Robinson, etcetera. However many may differ from the Bishop of Toronto in some points of Religious doctrine and polity, all know that he is one of the most experienced, practical, and earnest Educationists that Canada ever knew. He had been a Canadian Grammar School Teacher himself many years; he thoroughly knew the Country; he was the last man for educational "farces" or "paper programmes," as were those associated with him. For Doctor Wilson to charge such men, (including the Senates of the University in 1851 and 1854,) with adopting an University Programme higher than that of the English Universities, simply betrays his own ignorance; and for him to impugn such men as the perpetrators of shams and farces in the Curriculum of a Collegiate Education, is something more than "a solemn farce," . . . His own familiarity with educational "farces" and "paper programmes" may have suggested to him the imputation on the three successive Senates of the University, and on men "whose shoe latchets he is unworthy to unloose," whether they are regarded as Scholars and Educationists, or as long residents and benefactors of the Country. For such men as Doctor Wilson and Mr. Langton to impugn Doctor Strachan, the venerable Bishop of Toronto, Chief Justice Robinson, Doctor McCaul, and three successive Senates of the Provincial University, as empirics and Authors of "a solemn farce" in a system of University Education, is the very climax of assurance and absurdity."

difference on the question of a Church of England College itself. I believe there is scarcely a Member of that Church in Canada who would not rather have his Son educated in a Church of England College than in a Non-denominational one; but many Members of the Church of England think there is a kind of Religious teaching in Trinity College, Toronto, not consistent with the evangelical Protestant faith of that Church, and worse than no Religious teaching. But were that objection removed, the heart of the Church of England throughout the land would be one with Trinity College, and fill its Halls; and were the Religious Test to Students abolished,—now abolished in Oxford itself,—not a few would resort to Trinity College from other Religious Persuasions, from the excellence of its Classical and Mathematical teaching, and its courses in Mental and Natural Science, preferring sound Religious Instruction and oversight, although not of their own Persuasion, to exposing their Sons in such a City as Toronto in attending an Institution of no such guardianship and influence. Even the section of the Presbyterians who more generally support the monopoly of Toronto University College, do so from Denominational convenience,—supplying, it appears, a large proportion of its Students, caring for them in their own Theological College, and using University College as the Literary School for their Divinity Students. But the traditional history and practice of all branches of the Presbyterian Church* in other Countries, is to establish Colleges for themselves, and conduct the Collegiate Education of their youth under their own oversight. They will ultimately find that to be for the best Religious and intellectual interests of their educated young men in Canada, although pecuniary considerations may influence them at present to adopt an exceptional course.

Now, no College can be considered alone National and alone entitled to a nation's liberality, when such large portions of the people not only do not confide in it, but erect Colleges of their own in preference. If a Church of the minority of the people exclusively Endowed by the State, is a wrong and an outrage upon the excluded classes, is a College of the minority to the exclusion of the Colleges of the majority, a less wrong and outrage upon the excluded classes? If the Members of a Church ought not to be deprived of the equal protection and favours of the State, because of dissenting from another Church, ought their College to be ignored and proscribed because it dissents from a College of no Church? All governmental, or legislative, wrong to any portion of the people, however small, embodies the elements of weakness and decay, as well as of injustice. The excluded classes will gather strength as they dispel the mists of error and prejudice; a sense of common wrong will combine them more and more in a common cause,—as was the case in former years against the Clergy Reserve monopoly,—until they destroy a Toronto College monopoly . . . either by placing all Colleges doing the same work upon equal footing in regard to [a share in the Surplus of] the University Endowment, or by sweeping it away altogether for the improvement of the Grammar Schools, and leaving equally all parties who want University Education to provide it for themselves, as they do so largely in the neighbouring States. The principle of equal rights among all Colleges, as among all Churches, must prevail, either by all, or none, receiving public aid. Both branches of the Legislature of Upper Canada once passed an Act, (after securing certain individual rights), to divide the Clergy Reserves among all Religious Persuasions according to a census to be taken once in five years, and leaving each Persuasion to apply its share to educational purposes, if it desired not to apply it to other purposes; but those who claimed exclusive right to the Reserves got the Canadian Act disallowed, and an Imperial Act passed in place of it. But the inevitable result of equality came at last, though delayed fifteen years

*I am aware of a partial exception in the case of the Free Church in Scotland, in availing themselves of the Edinburgh University for the literary education of their Students, and giving them Religious and Theological Instruction in their own Thoological College, in Edinburgh. But that is also, as at Toronto, a matter of convenience and economy, and especially as there is no such difference between the Free and Established Church of Scotland as would prevent their uniting in the same University College. But in England, neither the Presbyterians of the Free Church or Kirk adopt the Non-denominational University College of London, but have one of their own affiliated to the London University.

longer, and the exclusive claimants lost all that did not appertain to individual Incumbents. The advocates of the Toronto College monopoly may learn a lesson from these facts, as to the future results of their resistance of the equal rights of others.

Second reason—does not provide a sufficient guarantee for the Religious principles and morals of Students.—2. Secondly, the Toronto University College system provides no sufficient guarantee for the Religious principles and morals of Students, and is not, therefore, entitled to be the only Endowed College of Upper Canada. A late Act of Parliament declares the Preambles to be a part of the Acts themselves; and the Preamble of the Toronto University Act of 1853 speaks of:

"Many persons being deterred by the expense and other causes from sending the youth under their charge to be educated in a large City, distant, in many cases, from their homes," who, "from these and other causes, do and will prosecute and complete their studies in other Institutions in various parts of this Province, to whom it is just and right to afford facilities for obtaining those Scholastic Honours and Rewards, which their diligence and proficiency may deserve, and thereby to encourage them in the pursuit of knowledge and sound learning; and whereas experience both proved the principles embodied in Her Majesty's Royal Charter to the University of London in England to be well adapted for the attainment of the objects aforesaid, and for removing the difficulties and objections referred to; Be it enacted," etcetera.

From these words of the Statute, two things are clear; first, that the Legislature intended to afford the same facilities for the prosecution of University Education in Institutions in other parts of the Province as in Toronto; secondly, that there were "other causes" than that of "expense," to deter Parents from sending their Sons to so "distant" and "large a City" as Toronto to pursue the studies of an University Education. Those "other causes" are doubtless moral cases, and are painfully exemplified in the ruined principles, morals, and prospects of more than one youth who have come to Toronto for the noblest purposes, but without the restraints and counsels of home, or the oversight and influences of a Church Institution of their own, and have fallen untimely victims to the temptations and vices of "a large city." It is true that, in the best regulated families, and in the best conducted Colleges of Christian Churches, there are instances of the triumph of youthful passions and vicious propensities over all the means and influences exerted to check and control them; but those instances are "few and far between" in comparison of what they are in a "large city," and with no substitute for a Parent's care and a Pastor's oversight in the exercises, instructions, and discipline of a Religious Institution. It is also true, that many young men of established Religious principles and habits may come to Toronto and be proof against all the temptations to which they are exposed, and extract the good, without being contaminated by the bad; but they are noble exceptions, and owe nothing of their principles and feelings to Toronto College life, or influences, and present very different cases from those of Boys from fourteen to eighteen years of age coming to Toronto and remaining for years without any substitute for a Parent and Pastor's instructions and oversight. It is doubtless true, likewise, that the Theological Colleges of certain Presbyterian Churches, (now about to be united in one,) exercise effective care and influence over the numerous Students of those Churches attending Toronto University College. Were it not for this happy incident of juxtaposition, by which they can care for Student Members of their own Churches, and use Toronto University College as an appendage of their own for the scholastic teaching of their Theological Students, they would doubtless be amongst the most earnest and able advocates of Denominational Colleges.

But these individual cases and Denominational incidents, and the fact that many Students of University College are residents of Toronto, do not affect the general facts and considerations above referred to, and which show how contrary to the intentions of the Legislature is the supposition, and how insufficient is the guarantee for the Religious principles and morals of youth throughout the Country, that Toronto University College alone should be endowed for the College Education of all Upper Canada.

Third reason—kind of education given defective.—3. Thirdly, the kind of education given in Toronto University College is not worthy of a National Institution, and does not give it any claim to be the only Endowed College of the Country. I need here only refer to the second and third of the preceding Letters for proofs and illustrations of the kind of education provided in that College, arising from its low standard of Matriculation and its unnumbered Options, which may impart a vague and superficial knowledge of several things, but cannot discipline the mind, invigorate the powers of thought or bestow any thorough scholarship. The magnificence of the Building cannot compensate for the meagre and piebald character of the Curriculum. The single argument for one College centralization at Toronto, is the establishing and maintaining of a high standard of University Education; but the outstanding fact in the recent history of the College is the lowering of the standard and enervating the System of University Education given there. Fact is stronger than theory, and in this case contradicts and destroys it.

Its system of management not compatible with the legitimate functions of Government.—4. Fourthly, the Toronto one-college monopoly system is incompatible with the appropriate functions of Government, which accounts for both its expensiveness and inefficiency, and is a fourth reason against its claims to exclusive public support. It is a great error in Government of any kind to govern too much. Burke has well said, that "the first problem in legislation is to determine what the State ought to take upon itself to direct by public wisdom, and what it ought to leave with as little interference as possible to individual exertions." In no department of Government is this problem more important than in that of Education. In despotisms, the Government is, of course, the sole Educator of the people, as well as sole maker of Railroads and director of the Press. But, in a free Country, Government should do nothing in educational matters which the people can do themselves. Government should be the watchful guardian and liberal patron of Education, to aid the people to educate themselves, not to educate them independent of their own co-operation. Government should not erect School-houses and appoint Schoolmasters, for general education, any more than it should build Railroads and Manufactures for general improvement, although it should encourage and aid local exertion in the work of education, and see that public money be applied only in support of Teachers duly qualified, and might encourage, and, perhaps aid, parties, in certain circumstances, to build Railroads, and provide guarantees and inspection for public security and convenience. Upper Canada College is the only Grammar School, and University College the only College, in Upper Canada, which the Government has established on its own account,* and what has been the history of both but one of perplexity and embarrassment to the Government, of large and

*I am aware that it may be said that the Normal and Model Schools have been established by the Government, and are managed by its authority. In reply, I observe that these Schools were established for special purposes, which could not be attained in any one School, and which were designated for the benefit of all the Schools,—to train Teachers and furnish a model for them, and not as rivals to any one of them, as the Toronto University College is to other Colleges. The Model Grammar School was designed to do what had not been done in any School in Upper Canada, to present an example, or model, of the manner in which a Grammar School should be arranged, governed, and its various subjects classified and taught, and then to provide for the training of Teachers for the Grammar Schools. It was necessary to accomplish the former of these objects, before commencing the latter. The former object has been fully attained, and entrance upon the latter is only delayed for want of means. Except as the only effectual means of improving the Grammar Schools of the Country, the establishment of the Model Grammar School could not be justified.

But these Schools have not only been established for special purposes,—which do not come within the province of the other Schools,—but they have been established upon a different principle,—namely, the principle of individual responsbility, and not of both corporate and individual irresponsibility, as have the Upper Canada and University Colleges. It is known that Corporations, without any individual responsibility, are the worst of all agencies to receive and expend public money; but although the Chief Superintendent of Education is aided by a Council of Public Instruction, the law makes him individually responsible, not only for the oversight of the Schools and the management of his Department, but expressly declares him responsible for the Expenditure of all moneys paid through him. In Ireland also there is a similar individual responsibility on the part of the President of each of the Queen's Colleges for everything appertaining to his College;; but there is no such responsibility in regard to the expenditures and management of the University funds, or of Upper Canada and University Colleges. The result is well known.

increased Expenditures with comparatively small results, and successive, but fruitless, attempts at amelioration? As early as 1835, the Legislative Assembly of Upper Canada, complained in an Address to the King, that "The Upper Canada College is upheld at great public expense, with high Salaries to its Principal and Masters, but that the Province in general derives very little advantage from it, and that it might be dispensed with." The same complaint has been repeated again and again from that time to this; successive enquiries have been made, and new Boards of Management have been appointed; yet Upper Canada College is confessedly less efficient and less beneficial to the Country, while it is very much more expensive, now, than it was twenty years ago. The same is true of University College, since its first establishment, although Act after Act has been passed, expensive inquiries instituted, and three successive names given it, and three successive Senates, with various modifications, have been appointed to reform and improve it, yet the education it now gives, with its eleven Professors, and vastly augmented Expenditure, is manifestly less thorough and efficient than that given when it bore the name of King's College, and Toronto University, with a staff of five Professors, and at less than half of its present current expenses!

Now, why is it that during the last fifteen years and more, every other educational Institution in the Country has advanced in efficiency and in public confidence, while Upper Canada College Grammar School and University College have declined in efficiency, as they have increased in expensiveness? Must there not be something radically wrong in the system itself—some organic disease which the temporary remedies tried have never reached? Is it not that Government has from the beginning undertaken to do what Government cannot do, except very clumsily, very inefficiently, and very expensively? Is it likely that the history of the future will be different from the history of the past, without an essential change in the system of management? The nature of the change is foreign to this topic of discussion; my present business is to show its necessity, and to prove that the one College monopoly involved in this system should not be perpetuated.*

System proposed—difference between a Provincial University and University College.—Without multiplying other reasons against this monopoly, I will now proceed to state a few reasons for the system proposed. What that system is, is known from the Memorials of the Advocates of University Reform, which have been presented to the Legislature, and from the whole discussion. I have given an epitome of it at the conclusion of the first of these Letters on page 263. The advocates of a one College monopoly have sought to mystify this question by confounding the words University and College—by using them interchangeably—and by representing those who oppose the one College monopoly as endeavouring to pull down the Provincial University. I beg the Reader, therefore, to bear in mind, that the University and University College are no more the same in law than are a County and a Township in that County. The law prohibits the University from teaching, or employing any Professor, or Teacher whatsoever. The University has, therefore, no more to do with teaching than has the Legislative Assembly. To oppose, therefore, a one College monopoly at Toronto is no more pulling down a Provincial University, than would be opposing the monopoly of all the Public Revenue by one County be pulling down the Legislature of Canada. This the Advocates of monopoly know right well, and the principle of their advocacy on the University Question is to give all the County Funds to one Township alone, instead of placing all the Townships upon equal footing in respect to it; or giving all the Revenue of the Province to one County, instead of expending it for the benefit of all parts of the Province. They would give the Endowment for Collegiate Education to the College of one class of the population, whether the work of that College be much or little, be good or bad; the advocates of University Reform insist that the Endowment for Collegiate Education should be given to the Colleges of all classes of the population according to their work.

*This subject of the functions of Government in regard to Colleges requires an extensive discussion. My limits here confine me to a very few thoughts.

The Terms University and College defined—no Church and State union.—The University is the Legislative Body to make the Regulations as to the nature, subjects, and standard of Collegiate Education, and the conditions on which Degrees shall be conferred upon its Students; and the Executive Body also, so far as to inspect and decide upon the work done.

The Colleges are Institutions that do the work prescribed by the University, and to which their work is submitted, in the persons of the Candidates educated by them, to be decided upon by the University. Now, the monopolists contend that the whole Endowment for higher education should be given to one College only, while the party of equal rights maintain that all the Colleges who do the work prescribed by the University, shall share in its Endowment according to their works, whether they are Denominational, or Non-denominational; that their being Denominational, or Non-denominational shall not be a subject of inquisition, any more than a man's Religious faith, when he comes to exercise his right of franchise; but that each College shall be entitled to aid from the University Endowment according to the publicly prescribed educational work performed by such College; that when two Colleges do the same work, to proscribe one because it has Religious Faith, and endow another because it is of no Religious Faith, is as intolerant and persecuting as it is unjust and unchristian.

The question, therefore, has no more to do with "Church and State Union" than it has to do with the United States Union. Nor has it any more to do with Grants to Churches than it has to do with Grants to the moon.* It has to do with Colleges, and

*My attention has been directed to a printed "Petition (to Parliament) by, and on behalf of, the Annual Meeting of Subscribers to the Canadian Congregational Theological Institute, (now bearing the name of Congregational College of British North America,) held in Montreal on the 15th day of June, 1860." This Petition is a protest againt the Wesleyan "appeal made to the Legislature at its last Session for the division of the Endowment of the University of Toronto and University College among 'all the Colleges now established, or which may be established, in Upper Canada,' most of such Colleges being under the control of ecclesiastical Bodies." The argument of this Petition against the Wesleyan Memorial, is that it asks for a "Sectarian distribution of the University Endowment," that it involves the principle of Grants to Churches, and the union of Church and State, the semblance of which should be removed. These Statements are not only disproved by what I have said in the text, but by the express declaration of the Wesleyan Conference Memorials, both of the last and the present year. In the State of New York, the State Literature Fund is distributed among the Seminaries of Learning throughout the State, upon the same principles as that prayed for in the Wesleyan Memorial in regard to the distribution of the University Fund; and among said Seminaries are those under the control of the Congregationalists and Baptists, as well of the Methodists and Presbyterians; men have too much intelligence there to call such a system Church and State Union. But there is no Institution in all Canada whose "Subscribers" are so largely relieved by means of the University Endowment as those to the very "Canadian Congregational Theological Institute" from which this Petition emanates. Its Classical Tutor is actually the salaried Classical Tutor and Registrar, of University College, and its Students have received their educational instruction by attending the Lectures in University College, or by the teachings of its Tutor. Here is not indeed "Church and State Union," not indeed "a sectarian distribution" of a State Endowment, but a Theological Institute having one of its two Instructors salaried by a State Endowment, and that Institute living half its life in a State Endowed College! The Wesleyans repudiate any Endowment for a Theological Faculty, or Professor; they ask no aid for their Literary College as a Church Institution, nor for anything that it may do as such; but they demand that the Non-denominational University educational work it does shall be recognized and aided the same as the kindred work of a Non-denominational College. Here is the same secular educational work done by two Colleges,—the one under Denominational control, the other under the control of no Denomination. This "Congregational Theological Institute" would proscribe the work of the former, because its control is Denominational, and endow the work of the latter because its control is Non-denominational! And after all half live itself on a State Endowment!! How much intense sectarianism lives under the garb of professed non-sectarian liberality!

It is worthy of remark, that the only religious bodies that have formally advocated the Toronto University College Monopoly are those who have Theological Institutes, or Colleges, in Toronto, the elements of whose educational life are largely, if not wholly, derived from University College—the names of the Theological Students equally appearing in the lists of University College Students.—a convenient and profitable partnership, at least on one side. Neither I, nor I believe any other Advocate of University Reform—can have objection to such an arrangement; nay, I admire the sagacity of it; but surely Theological Institutions that flourish so luxuriously in the clover of the State University Endowment ought not to begrudge their neighbours of other Religious Persuasions a few wisps in their non-theological work of literary education. Least of all, ought they to employ epithets, and make representations, and ascribe motives and principles, that misrepresent the sentiments and proceedings and characters of their neighbours. How different was the great and good Doctor Chalmers' appreciation of education in connection with Christian Churches, when he said: "It is the Churches and Colleges of England in which is fostered into maturity and strength almost all the massive learning of our Nation."

NOTE. A copy of the Petition of the Congregational Union, here referred to, is printed on pages 178, 179 of this Volume.

with Colleges not according to their Denomination, or Non-denomination, but according to their works.

What a National System of Collegiate Education includes.—The Collegiate System of Education, therefore, which I hold to be National, is that which includes an University common to all classes and all Colleges, and in connection with which not one College only, but all Colleges, shall be recognized and aided in proportion to the prescribed University work they perform. Some of my reasons for this liberal and comprehensive system are the following:—

First reason for such a system—it accords with the objects of the Royal Endowment —1st. It accords with the letter and spirit of the original Despatch of the Duke of Portland in 1797, communicating the intention of His Majesty, George III., to set apart a portion of the Crown Lands for the purpose of higher education in Upper Canada. That despatch directed the setting apart of a large quantity of Crown Lands. "First, for the establishment of Free Grammar Schools, in those Districts in which they may be called for, and then, in due process of time, for establishing Seminaries of a larger and more comprehensive nature," [that is, of course, Universities, or Colleges] "for the promotion of Religious and moral learning, and the study of the Arts and Sciences." How can this object of the Royal gift be accomplished by endowing one Seminary, or College, alone? and that one which ignores all "Religious learning," in connection with the Arts and Sciences? The object of the Endowment can only be attained by the Endowment of more higher Seminaries than one, and those combining "Religious and moral learning with the study of the Arts and Sciences."

2. The system of one Provincial University, with Colleges in different parts of the Province, equally facilitated and encouraged in their instructions, alone accords with the Preamble, and acknowledged intentions and provisions of the University Act of 1853, as has been shown in the preceding Letters, as well as on other occasions.

3. The Collegiate system which I advocate is in harmony with the fundamental principles of our Common School System. The fundamental principle of that System is not, as has been absurdly stated, "the non-sectarian principle," for it has provided for both Protestant and Roman Catholic Schools from the beginning; and the law leaves it entirely with the elected Board of School Trustees in Cities, Towns, and Incorporated Villages, to establish Denominational Schools, or not, just as they please. If the electors in any of these Municipalities prefer Denominational Schools and elect a Board of Trustees accordingly, they can establish any kind, or description, of School they think proper, whether Church of England, Presbyterian, Roman Catholic, male or female, etcetera. This I have stated in my official Reports from year to year, when parties have demanded provisions for Denominational Schools.* I have said that in the rural parts of the Country, they could not be sustained, although even there could be a Protestant and Roman Catholic School in every Section if the people desired;† that in

*It is to be observed that the Law does not prescribe any particular kind of Schools in Cities and Towns, or any particular mode of supporting them. The Electors of each of such Municipalities, through their elective Board of Trustees, are empowered, without any restriction, "to determine the number, kind and description of Schools which shall be established or maintained in such City, or Town." The Board of Trustees in any City, or Town, (also in any Incorporated Village, by the 26th Section of the same Act, 13th and 14th Victoria, Chapter 48,) may establish and maintain Church of England, Roman Catholic, Presbyterian, Wesleyan, Baptist, or Congregational Schools, and appoint a Committee of three from each Church to the immediate care of the School designed for its Members, as I stated in the first official Circular, after the passing of the law in 1850. (Special Report on Separate Schools, 1858, page 51. See also Report for 1857, page 43.)

†It has been objected, that if Denominational Colleges are re-organized as a part of the Collegiate System of the Country, it will soon lead to the establishment of Denominational Schools, and the subversion of the Common School System. The Author of this objection could not have understood his subject. He must have been ignorant of the fact, that the people can have Denominational Schools in all the Cities, Towns and Villages of Upper Canada, if they desire them; that they have a right to such Schools as they desire; and they can be trusted with their own affairs and interests, which they will understand just as well in future years as they do now. The constitution and management of Schools must always be determined by the people themselves, and can no more be affected than their teaching, by the constitution and management of Colleges. As well might it be said, we must have no Denominational organizations, lest we have Denominational Schools. The objection is one of mere partizanship, and is without substance or foundation.

the Cities, Towns, and Villages, where alone Denominational Schools can be sustained, the Electors have the power entirely in their own hands. Ignorance of the law alone, therefore, could have prompted the statement in the Petition of "the Canadian Congregational Theological Institute" to the Legislature, that the fundamental principle of our School System is "the non-Sectarian principle." That is an incident, not a fundamental principle of the System.

The fundamental principle of the School System is two-fold. First, the right of the Parent and Pastor to provide Religious Instruction for their children; and to have facilities for that purpose. While the law protects each Pupil from compulsory attendance at any Religious reading, or exercise, against the wish of his Parent; it also provides that, within that limitation, "pupils shall be allowed to receive such Religious Instruction as their Parents and Guardians shall desire, according to the General Regulations which shall be provided, according to law." The General Regulations provide, that the Parent may make discretionary arrangements with the Teacher on the subject, and that the Clergyman of any Church shall have the right to any School-house being within his charge for one hour in the week between four and five, for the Religious Instruction of the Pupils of his own Church. Be it observed then, the supreme right of the Parent and the corresponding right of the Pastor, in regard to the Religious Instruction of youth, even in connection with Day Schools, where children are with their Parents more than half of each week-day, and the whole of each Sunday, is a fundamental principle of the Common School System. The less, or greater, extent to which that right may be exercised in various places, does not affect the principle or right itself, which is fundamental in the System. The second fundamental principle in the School System is the co-operation and aid of the State with each locality, or section, of the community as a condition of, and in proportion to, local effort. This is a vital principle of the School System, and pervades it throughout, and is a chief element of its success. No public aid is given until a School-house is provided, and a legally qualified Teacher is employed, when public aid is given in proportion to the work done in the School; that is, in proportion to the number of children taught, and the length of time the School is kept open; and public aid is given for the purchase of School Maps and Apparatus, and Prize Books and Libraries, in proportion to the amount provided from local sources. To the application of that principle between the State and the inhabitants of localities, there is no exception whatever, except in the single case of distributing a sum not exceeding £500 per annum in aid of Poor School Sections in new Townships, and then their local effort must precede the application for a Special Grant.

Such are the two fundamental principles of the School System, on which I have more than once dwelt at large in Official Reports.

Now apply those principles to the Collegiate System of the Country. First, the united right and duty of the Parent and Pastor. Should that be suspended when the Son is away from home, or should it be provided for? Let parental affection and conscience, and not blind, or heartless, partizanship, reply. If, then, the combined care and duty of the Parent and Pastor are to be provided for as far as possible when the Son is pusuing the higher part of his education, for which he must leave home, can that be done best in a Denominational, or Non-denominational, College? But one answer can be given to this question. The Religious and moral principles, feelings and habits of youth are paramount. Scepticism and partizanship may sneer at them as "sectarian," but Religion and conscience will hold them as supreme. If the Parent has the right to secure the Religious Instruction and oversight of his Son at home, in connection with his School Education, has he not a right to do so when his Son is abroad? and is not the State in duty bound to afford him the best facilities for that purpose? And how can that be done so effectually—nay, how can it be effectually done at all—except in a College which, while it gives the secular education required by the State, responds to the parent's heart and faith to secure the higher interests which are beyond all

human computation, and without the cultivation of which society itself cannot exist. It is a mystery of mysteries, that men of conscience, men of Religious principle and feeling, can be so far blinded by sectarian jealousy and partizanship, as to desire for one moment to withhold from youth, at the most feeble, most tempted, most eventful period of their educational training, the most potent guards, helps and influences to resist and escape the snares and seductions of vice, and to acquire and become established in those principles, feelings and habits which will make them true Christians at the same time that they are educated men. Even in the interests of civilization itself, what is Religious and moral stands far before what is merely scholastic and refined. The Honourable Edward Everett has truly said, in a late Address, "It is not political nor military power, but moral sentiments, principally under the guidance and influence of Religious zeal, that has in all ages civiiized the world." What creates civilization can alone preserve and advance it. The great question, after all, in the present discussion, is not which system will teach the most Classics, Mathematics, etcetera, (although I shall consider the question in this light presently), but which System will best protect, develop and establish those higher principles of action, which are vastly more important to a Country itself,—apart from other and immoral considerations,—than any amount of intellectual attainments in certain branches of secular knowledge. Colleges under Religious control may fall short of their duty and their powers of Religious and moral influence, but they must be, as a general rule, vastly better and safer than a College of no Religious control, or character, at all. At all events one class of citizens have much more valid claims to public aid for a College that will combine the advantages of both secular and Religious education, than have another class of citizens to public aid for a College which confers no benefit beyond secular teaching alone. It is not the Sect, it is society at large that most profits by the high Religious principles and character of its educated men. An efficient Religious College must confer a much greater benefit upon the State than a Non-religious College can, and must be more the benefactor of the State than the State can be to it by bestowing any ordinary amount of Endowment. It is, therefore, in harmony with the first fundamental principle of the Common School System, as well as with the highest interests of society at large, that the best facilities be provided for all that is affectionate in the Parent and faithful in the Pastor during the away-from-home-education of youth; and that is a College under Religious control, whether that control be of the Church of the Parent or not.

I will next consider the second fundamental principle of our Common School System in relation to Colleges,—namely, the co-operation of the State with localities, or sections, of the community as a condition of, and in proportion to, local effort. This principle of the Common School System is, each section of the community receives public aid in proportion to the teaching work it does; that is, not in proportion to the amount of money it provides, but in proportion to the number of children it teaches in the subjects of Common School Education, and the length of time it teaches them,—the section of the community, as a preliminary condition, first providing a School-house and employing a Teacher.

Now, apply this principle of the Common School Education to the system of Collegiate Education. The section of the community first provides the Building and employs the Professors. The State determines the kind, or Curriculum, of Education which shall be taught, and then the State aids the section of the community in proportion to the number of Students it teaches in that Curriculum of Education. This is the System of Collegiate Education advocated by the friends of University Reform; and is it not the fundamental principle of our Common School System? On the contrary, the advocates of one College monopoly repudiate altogether this fundamental principle in the Common School System, in relation to the Collegiate System. As a preliminary condition of public aid, they erect no College Building; they employ no Professors; and they do not a certain amount of Collegiate teaching, and then ask public aid in proportion to the work they have done; they do nothing, contribute

nothing to the great work of Collegiate Education, but as drones and cormorants, depend alone, feed alone, and claim to devour alone the State Endowment for everything; and then even have the heart and assurance to denounce as selfish and sectarian the bee industry of their fellow-citizens for insisting upon sharing in the bread of the common hive in proportion to their own contributions of educational honey to it! If the principle of effort on the part of local sections of the community as a condition of public aid swells that aid of about one-hundred-and-eighty thousand dollars per annum into a sum of more than twelve hundred thousand dollars per annum for Common School purposes, and contributes proportionably to both the extension and elevation of Common School Education; why shall not the same principle be acted upon and be productive of corresponding effects in the System of Collegiate Education? If the principle is one of such vitality, fertility, and amazing public benefit in the Common School System of the Country, why is it to be repudiated in the Collegiate System?

Whether the section of the community putting forth the efforts and fulfilling the conditions of public aid, be a Municipal section, or a Denominational section, is a mere incident; does not affect the State, is no part of its concern or business; the principle of co-operation is the same; the work is the same; the education is the same; the public benefit is the same; and the public aid should be the same.

The basis of operations for the establishment and support of a Seminary of Learning must, of course, be larger, or smaller, in proportion to its magnitude and character. In England there are some County Colleges; there may, at a future time, be the same in some Counties of Canada. At present the limits and influence of a Denomination are not more than commensurate for the establishment and support of a College, in connection with the legal and equitable conditions of public aid. The Members of some Persuasions may prefer to send their Sons to a College of another Persuasion, essentially agreeing with their Faith, rather than incur the expense and burden of establishing one themselves; and some may choose for their Sons a College under no Religious control. But by whomsoever a College may have been, or may be, established, the true theory is that of the fundamental principle of the Common School System—aid of the State as a supplement to and on the condition of effort on the part of some section of the community, and for teaching the subjects required by the State System of Education. They may teach what other subjects they please, but at their own expense. Let those then who advocate the vital principles of the Common School System, not become truants to them when applied to themselves in respect to a System of Collegiate Education. Let them put their hands in their pockets and their shoulders to the wheel of action; let them erect their College Buildings and employ their Professors; collect Students into their Halls; and then let them demand and receive aid from the Hercules of the State, not as a favour, but as a legal right, and upon legal terms, in proportion to public educational work done. Then they will be consistent with their professed principles; then they will eat of their own bread and drink water from their own cistern; and not sponge upon the State for their education without doing anything themselves; then they will develop and enjoy the noble feelings of self-reliance, and multiply the financial resources and beneficent influence of Christian Collegiate Education. The "Subscribers to the Canadian Congregational Theological Institute" should show "their Faith by their works," in the fundamental principles of the Common School System, to which they appeal on the University Question itself, and not invoke an incident of that System as a pretext to justify their own inactivity, and get a false weapon of attack against their more liberal and active neighbours.

It is remarkable that the Congregationalists in England object to the right of the State to educate at all,—maintain that it is the right and duty of the Church to educate its own youth, whether in the Elementary School, or College,—a duty which it cannot abandon without unfaithfulness to God and society,—and have Educational Societies, Colleges and Schools as the fruit of their faith and charity; while in Canada they deny that the Church has anything to do with Education, and insist that the State has

everything to do with it! It is a curious moral and social phenomenon, (which I will not here attempt to explain,) to see a fountain of this kind sending forth "sweet waters and bitter at the same time."

But on the other hand, the advocates of University Reform act consistently; they give the Common School System their warmest prayers and heartiest support; and as a proof of their faith in it for National and not selfish purposes, they carry up its fundamental principles to the System of Collegiate Education, and act and work accordingly. And I am perfectly persuaded that the application of these principles to the System of Colleges, will, in ten years, produce a greater extension and improvement in the Collegiate Education of the Country, than has the application of the same principles during the last ten years produced in the extension and improvement of Common School Education.

Having, I trust, demonstrated that the views of the advocates of University Reform are not only in harmony with the fundamental principles of our Common School System, but the true and legitimate extension of them to the College System, I had intended to state and illustrate at some length, three other reasons in support of these views,—namely, that they involve a College System the most economical—the best adapted to promote the interests of our common Christianity and public morality among educated men, and the best adapted to diffuse most widely the advantages of Collegiate Education. But these important subjects have been incidentally glanced at in this and the preceding Letters; and my limits will not permit me further to enlarge upon them on this occasion. I shall only, therefore, add four other reasons for the University and College System which I advocate.

Fifth Reason—equally just to all classes and parties.—5. The System contended for is equally just to all classes and parties. The Toronto Non-denominational College meets, it appears, the views of one portion of the community. The advocates of University Reform say, let the partizans of Toronto University College be gratified by its continued and sufficient Endowment; but let the same consideration be shown to other sections of the community who have evinced their zeal and views in regard to Collegiate Education by their contributions and the establishment of Colleges upon the principles of their Christian Faith. Is the Legislature,—is the Government,—to support and endow alone the College of one section of the community, and not equally endow the Colleges of those sections of the community who do something themselves for Collegiate Education, and associate it with the higher influences of our Divine Christianity? When Her Majesty's Government, (not regarding the great Trinity College, Dublin, as sufficient for Ireland,) determined to extend the facilities of Collegiate Education there, by the establishment of the Queen's Colleges, it did not proceed after the Toronto centralization scheme to erect one National College, and bundle together in it all classes and creeds from all parts of Ireland. No, it had regard to the different parts of Ireland, (a small Country in comparison of Upper Canada,) and to the different classes for whose benefit the Collegiate Education was intended. It created one University as a regulating and inspecting Board—requiring but a single Secretary, and executing all its University functions at an expense of, for Secretary £350 per annum; for "incidental, Office Expenses, Postages, Messengers, Advertisements, etcetera, £180; for Prizes and Medals, £475"—a rare example of economy in comparison of Toronto University administration. The Government then erected three Colleges in three different parts of Ireland, constituting each College in reference to the Religious views and feelings of three principal classes of the community,—appointing a Member of the Church of England at the Head of one College, a distinguished Roman Catholic at the Head of another, and a Presbyterian Clergyman at the Head of the third. To show how Her Majesty's Government consulted both the Religious views and interests of parties concerned in the establishment of these Colleges, I will select the example of that at Belfast. The Presbyterians are numerous in that part of Ireland; their General Assembly was about erecting a College of their own. Her Majesty's Government

proposed to adapt Queen's College, Belfast, to their purposes. Negotiations ensued. Sir Robert Peel was Prime Minister. The Moderator of the General Assembly of the Presbyterian Church in Ireland, (The Reverend R. Wilson, D.D.,) says, in his evidence before the Queen's Commissioners on Irish Colleges in 1858:—

"Although we had made considerable progress, and a certain amount of subscriptions had been put down for the purpose of erecting a College for ourselves, we were led to suspend our operations until it should be seen whether the College to be established in the North of Ireland would be suitable for our object. We had the strong assurance of Sir Robert Peel on the subject. One of his statements was to the effect that he intended the Northern Colleges to be a boon to the public at large, and especially to the Presbyterians in the North of Ireland, and he hoped it would be so arranged as to suit our object."

The General Assembly, in October, 1849, passed a Resolution of approval and satisfaction, stating that,—

"Her Majesty's Government have enabled us to provide for the Religious Instruction of all our Students by the endowment of a Theological Faculty under our own exclusive jurisdiction; one of our Ministers, in whose capacity and paternal care we have entire confidence, has been appointed Dean of Residences, to whom has been committed the constant inspection and care of the conduct of the Students," etcetera.

This is one of the Non-denominational Colleges in Ireland to which Mr. Langton has appealed as the latest expression of what Her Majesty's Government have thought it necessary to provide for in regard to University Education, and as an example against the claims of Denominational Colleges! But how very differently do the Toronto College monopolists treat the views of those Religious Persuasions who insist upon the necessity of providing for the constant care and oversight of the Religious Instruction and conduct of youth during their course of Collegiate Studies. On the other hand, the System of Colleges advocated by University Reformers is equally just and liberal to all parties, while it duly provides for the Religious Instruction, constant care and oversight of Students during the four years of their Collegiate Education, and is the only System by which Religious Persuasions can provide for what Government itself provided in behalf of Presbyterians in Queen's College, Belfast,—the daily Religious care and oversight of youth at College. The justice of it to all parties, and the importance of it in a Religious and moral point of view, are, therefore, as clear as day.

6. Equally important is the System I advocate to secure a high and thorough System of University Education. It has been shown how low and loose is the present System; but if a University with a Senate be established, which has no identity with any one College, and is not, therefore, the instrument to build up one College to the exclusion of all others, it will only consider what is best for University Education at large, irrespective of any one College. And this is the true position and proper duty of a Provincial Senate. It is not its province to fill the Halls of a particular College by every appliances of reductions,* Options, Scholarships, Prizes, abolition of Fees, etcetera; but its province is to consider what the whole Country requires in the nature and character of University Education, and prescribe Regulations, Courses of Study and Examinations, accordingly. Then, when the various Colleges are brought into competition,—their respective Undergraduates tested by the same standard and Examination Questions, who does not see that, while the System of University Education itself, established by an impartial Provincial Body, will be more solid and comprehensive, and the Examinations conducted by it more reliable, the several Colleges will be

*The repeated assertions of Mr. Langton, echoed by Doctor Wilson, that the standard of admission and Course of Studies in Toronto University are not lower than those in the English and Irish Universities being so contrary to the whole body of facts and illustrations adduced in the preceding Letters, cannot be reconciled with sincerity, except upon the ground that they were meant relatively and not absolutely; that is, that the Toronto University standard is as high for Canada as the English University standard is for England. There are some Englishmen, and now and then a Scotchman, who think that Canadians, whether of Anglo-Saxon or French Origin, are "an inferior race" to Gentlemen from the "Old Country"—especially from College Halls—that anything is good enough for Canada, and "Colonists," particularly of the second and succeeding generations, in "this Canada of Ours" and shou'd not therefore, think of equalling, or standing upon an equal footing with, the high-bred men of "our glorious Father Land." . . .

stimulated by emulation, and their Students by competition, to exercise their greatest diligence and put forth their best efforts. Emulation and competition are the life-blood of energy and activity in most pursuits of man. But, in all fair competition, there must be equality of conditions; and there must be "free trade" and "no monopoly" among Colleges any more than among Statesmen, or Merchants, or Tradesmen, in order to attain the highest excellence and advance most the general interests.*

7. I observe again, that the views maintained in these Letters are the best adapted to combine the advantages of sound, Classical and Mathematical learning with the study of General Science. Mr. Langton and Doctor Wilson have said much about teaching the different branches of Natural Science; and the former has quoted the recommendations of Royal Commissioners in the English Universities in favour of permitting Undergraduates a choice of Studies in various Natural and Moral Science subjects during the last year of their University Undergraduateship. But the Commissioners propose to attain these objects by the very means for which I have contended and which Mr. Langton and Doctor Wilson have opposed,—namely, by raising, instead of lowering, the standard of Matriculation in the University, and by raising and concentrating the first two years' Course of Studies on the essential subjects of Classics and Mathematics. The Oxford Reform Commissioners, therefore, recommend not only a Matriculation Examination before the Candidates are admitted into the University at all, instead of what is at Oxford called "Responsions,"—(an examination required to be passed before the seventh Term), but that that Matriculation Examination should be equal to the former "Responsions" Examination, which has been shown in a previous Letter to be equal to the Toronto Pass Examination for a Degree. The Commissioners recommend,—

"That there should be a public examination for all young men before Matriculation"; and say, "Our opinion is, that the subjects for this Examination should be nearly the same as those now enjoined at Responsions."

On this point, Archbishop Whately, (in his evidence quoted by the Commissioners.) says:—

"As far as regards University Reform, I have long been convinced that the very first step should be a University Examination, preliminary to Matriculation. If every thing else be put on the best possible footing, and that one point omitted, you will have a plan which will look well on paper, but will never work satisfactorily. If, on the other hand, this one Reform were introduced, and no other at present, it would be easy afterwards to introduce indefinite improvements: indeed, some would even grow up from it spontaneously."

This Examination, (preliminary to entering the University,) equal to the former Examination called "Responsions," is recommended for the purpose of allowing the introduction of Scientific Studies during the last year of the Course, without diminishing the Classics and Mathematics heretofore required † After this preliminary Examination, and then after a second Examination, (heretofore the first,) called Responsions, but more strict; and then after a third Public Examination, called the Intermediate Examination, and to be passed during the Third Year, (the high character of which has been shown in a preceding Letter,) the Commissioners recommend that Students, after having given satisfactory evidence of classical knowledge at the Intermediate Examination, be allowed a choice of Studies in the following subjects, or "Schools," as they are technically termed, namely: "Theology; Mental Philosophy and Philology; Jurisprudence and History, including Political Economy; Mathematical and Physical Science." The same choice of Studies is recommended to be allowed at

*As to the objections which have been occasionally made, that a sufficient number of Professors would not be employed in the Colleges, if more than one College was encouraged, and that the Students would be few, I have answered these objections in my Defence of the Petitioners at Quebec.

†In the Calendar of Trinity College, Toronto, Regulations are prescribed in regard to Scientific Studies.

Cambridge,† after the Students have passed what is there called the "Previous Examination," and which corresponds to the "Intermediate Examination" at Oxford, and which is made as high as the former Examination for a Degree, as I have shown in a preceding Letter.

It will thus be seen that the mode of introducing Studies of Modern Science in the English Universities, is by raising the standard of admission, and by making the Studies of the first two years and upwards, more than ever severally Classical and Mathematical—thus requiring a strict Examination equal to the former Examination for a Degree, and then allowing Options, or choice of Studies, in the Sciences. . . I have insisted that the standard of admission in the Toronto University ought not to be lowered, nor the essential Studies of an University diminished by the immediate multiplication of other Studies, and then soon made optional. There cannot be a high and thorough University education, without a high standard of admission; and it is only by making the standard of admission high, that the Studies of Modern Science can be introduced during the latter part of the Course, without so reducing as to render all but valueless the Classical and Mathematical Studies of the Course. When the mind is well disciplined and developed by these Studies, it is then prepared to pursue the new Studies. But as the system now is, in the Toronto University, what is said by one of the writers of the Cambridge Essays, is, to a great extent, realized in University College: "All the Sciences, and all the Arts, a dozen Languages, Ancient and Modern, are offered at an unprecedentedly low figure." But this is any other thing than a sound University Education. Such theories have been rife in the neighbouring States; but they are now passing away there, although taken up by Mr. Langton and Doctor Wilson here. The superiority of Havard, Yale, and Columbia Colleges, in maintaining the old and thorough Curriculum of University Studies, is now almost universally admitted.

I cannot better conclude my argument on this point than in the beautiful language of the Reverend Principal Leitch, of Queen's College, Kingston, who, in his Inaugural Address, presented a lucid view of the value, elements and training process of a sound Collegiate Education.*

8. The last reason I shall assign for the System of Collegiate Education I advocate is, that it is conducive to the best interests of Grammar Schools. The point of separation between Grammar School Education and Collegiate Education determines the character of both. If the Collegiate Education commences at a low standard, its character, at the end of the four years, will be correspondingly low. If it commences at a high standard, its character, at the end of four years, will be proportionately high. If, on the other hand, the termination of Grammar School Education be low, the character and importance of the School must sink accordingly. But if the termination of Grammar School Education be high, the character and importance of the Grammar School will be proportionably elevated. . . . The standard of admission to the University, therefore, advocated by Mr. Langton and Doctor Wilson, involves not only the character of the University Education, as I have shown in this discussion, but also the character and interests of the Grammar Schools; and, in advocating a high standard of admission to the University, I am at the same time advocating what is most important to the just rights and best interests of the Grammar Schools. One reason assigned by the Queen's Irish University Commissioners for establishing and maintaining a high standard of admission to the Queen's College in Ireland, is its "influence upon the general standard of Grammar School Education throughout the Country." And Archbishop Whately, in recommending to the Oxford University Commissioners a high preliminary examination before admission to the University, urged

†The introduction of the choice of Studies during the latter part of the course at Cambridge, and the permission of Options in several subjects of Moral and Natural Science, was a concession to a popular demand. But the result has not been as successful as had been anticipated.

*This Inaugural Address of the Reverend Doctor Leitch will be found on pages 55-60 of this Volume.

it not only as the best means of improving University Education, (as I have quoted,) and preparing the way for the extension of University Studies, but also pressed it upon the ground of its salutary influence upon Grammar Schools, even in England. He says:—

"The introduction of a preliminary Examination would be an inestimable stimulus to Schools. They would then become more what Schools ought to be, and the University would, instead of being a School, (and a very poor one), become a real University."

If such a remark would apply to England, where both the Grammar Schools and the Universities are so much above ours, with how much more force may it apply to Canada? How cruel, then, is the blow that Mr. Langton and Doctor Wilson have inflicted upon the Grammar School Education of this Country by depressing it to the extent of the best year of its work, while they have equally depressed the character and efficiency of University College, converting it into a Grammar School, and, as Archbishop Whately says, "a very poor one," to do that year's Grammar School work, and consequently do one year less of its own proper work.

For more than forty years the Grammar Schools were the highest Educational Institutions of our Country; and, during that time, they produced a class of men that have as yet never had their equals in this Country, whether, (not to speak of the pulpit,) at the Bar, in the Legislature, or on the Bench, besides many others. Charles and Jones Jones, John S. Cartwright, Robert Baldwin, Marshall S. Bidwell, Christopher Hagerman, Sir James Macaulay, Sir John Robinson, have as yet had no equal in their day, (whether among University Graduates from abroad, or at home); and it remains to be seen whether they will have any equals among their successors. With scarcely an exception, if not without exception, they gave to their Country not only great talents and high attainments, but what every public man ought to give to his Country, and what a Country has a right to claim from its public men—an example of private virtue—the only bond of domestic society, the only safe-guard of public liberty; a service and legacy to a Country far more valuable and patriotic than the most brilliant talents or the largest attainments. If a Country may do without an University, it cannot do without Grammar Schools; and far better would it be for a Country to be without an University, than that that University should be the instrument of depressing and impairing, instead of elevating and improving, its Grammar Schools.

I appeal to every Statesman, patriot, Christian, of every sect and party, to every Parent and lover of virtue and knowledge, whether the University and College system I have advocated, is not that which is best for both Grammar School and Collegiate Education, most economical, most just to all parties, most in harmony with the fundamental principles of our Common School System, best adapted to develop that voluntary and beneficent activity on the part of both individuals and communities which is the life and glory of our age, most consonant with the proper functions of Government and the true genius of our Divine Christianity, most conducive to the interests of Religion and morality, and most potent to raise our Country to an equal footing and elevation with the most civilized Nations of the World—even with our blessed Mother Country—in all that is pure in virtue and sound in learning, advanced in civilization, and generous in patriotism.

TORONTO, April 6th, 1861. EGERTON RYERSON.

CHAPTER XXIV.

APPOINTMENT OF A COMMISSION ON THE UNIVERSITY QUESTION BY THE GOVERNMENT, 1861.

Owing to the failure of the Select Committee of the House of Assembly to report upon the Evidence submitted to it on the University Question, or to arrive at any conclusion on the subject, the Government decided to issue

a Commission to inquire into the matter; and to report upon the facts of the case, as submitted to it by the parties interested. This proceeding was agreed upon between the Attorney General Macdonald and the Reverend Doctor Ryerson in April, 1860. (See page 21 of this Volume). The following is the Report of the Attorney General on this subject to the Governor General:—

1. The Undersigned has the honour to call Your Excellency's attention to the numerous Petitions that were presented to the several Branches of the Legislature during its last Session on the subject of the University at Toronto and University College.

2. These Petitions represent that the large Endowment belonging to those Institutions have been wasted, that the Expenditure had been excessive, and that, after full provision being made for the efficient maintenance of the University of Toronto and University College, there ought to remain a large Surplus, applicable, according to the terms of the University Act of 1853 to the support and furtherance of Academical Education in Upper Canada.

3. These Petitions are so numerous and respectable, and public attention has been so much aroused on this subject, that the Undersigned respectfully recommends the appointment of a Commission to inquire into the Expenditure of the Funds of these Institutions, and the best means of reducing such Expenditure, without weakening their efficiency.

4. While the Undersigned deems it of much importance to the best interests of Upper Canada to maintain the University College as a Provincial Institution, he is sensible of the great benefit conferred upon the Country by the other Colleges and Seminaries of a high class, now existing in Upper Canada, and their claim for such pecuniary aid as it is in the power of the Legislature to bestow.

5. Should it be found that any Surplus exists of the Income of the University of College at Toronto, after providing for their efficient maintenance, the Undersigned respectfully recommends that a Measure be submitted to Parliament at its next Session for the appropriation of such Surplus in aid of those other Colleges and Seminaries,—and that such additional assistance be given to them from the Upper Canada Building Fund, (a Fund solely applicable for Upper Canadian purposes,) as to the wisdom of Parliament may seem expedient. All of which is respectfully submitted.

QUEBEC, June, 1861. JOHN A. MACDONALD, Attorney General.

A REPORT OF A COMMITTEE OF THE HONOURABLE THE EXECUTIVE COUNCIL, APPROVED BY HIS EXCELLENCY THE GOVENOR GENERAL-IN-COUNCIL ON THE 5TH OF JUNE, 1861.

The Committee have given their attention to the Memorandum of the Honourable the Attorney General of Upper Canada, recommending the issue of a Commission to enquire into the Expenditure of the Funds of the University of Toronto and University College, and that should any Surplus exist of the Incomes of those Institutions, after providing for their efficient maintenance, a Measure be submitted to Parliament for the appropriation of such Surplus in aid of other Colleges and Seminaries of a high class now existing in Upper Canada, and that such additional assistance be given them from the Upper Canada Building Fund, as, to the wisdom of Parliament, may seem expedient.

The Committee concur in the recommendations of the Honourable the Attorney General, and advise that a Commission issue accordingly.

Certified, WILLIAM H. LEE, Clerk of the Executive Council.

QUEBEC, 5th of June, 1861.

COMMISSION TO THE HONOURABLE JAMES PATTON, MESSIEURS JOHN BEATTY, M.D., OF COBOURG, AND JOHN PATON OF KINGSTON, TO INQUIRE INTO MATTERS RELATING TO THE UNIVERSITY OF TORONTO AND UNIVERSITY COLLEGE.

PROVINCE OF CANADA.

VICTORIA, BY THE GRACE OF GOD, OF THE UNITED KINGDOM OF GREAT BRITIAN AND IRELAND, QUEEN, DEFENDER OF THE FAITH, ETCETERA.

To the Honourable James Patton, of Toronto, John Beatty, of Cobourg, Esquire, M.D., and John Paton, of Kingston, Esquire,—Greeting.

WHEREAS in and by a certain Act of the Parliament of the Province of Canada, intituled: "An Act respecting the University of Toronto, "University College, and Upper Canada College and Royal Grammar School," and being the Act numbered Sixty-two of the Consolidated Statutes for Upper Canada; it is amongst other things in effect enacted, that the Governor of Our said Province shall be Visitor of "the University of Toronto," on Our behalf, and His Visitorial powers may be exercised by Commissioners under the Great Seal of Our said Province, the proceedings whereof, having been first confirmed by our said Governor-in-Council, shall be binding upon the said University and on all others whomsoever. And whereas, by the Eighty-first Section of the said Act, it is in effect enacted, that any Surplus of the said University Income Fund remaining at the end of any year, after defraying the expenses payable out of the same, shall constitute a Fund to be, from time to time, appropriated by Parliament for Academical Education, in Upper Canada. *And whereas* many of Our loving Subjects of Our said Province, believe and have represented to Us, that the Funds of Our said University are extravagantly expended, and misapplied, and that, in consequence thereof, other Academical Institutions in Upper Canada, are deprived of the benefit of any Surplus, which would arise from a prudent and economical management of the same. *And whereas* it hath been thought expedient by the Governor of Our said Province, acting by and with the advice of Our Executive Council, that, in the exercise of Our Royal Prerogative, and in pursuance of the provisions of the said Act of Parliament, Commissioners should be appointed for visiting and exercising Our Visitorial powers with regard to Our said University, for the purpose of enquiring into the Expenditure of the funds of that Institution, and into the state of its Financial affairs. NOW THEREFORE, KNOW YE, that We, having and reposing especial trust and confidence in the loyalty, ability, discretion and integrity, of you the said Honourable James Patton, John Beatty, and John Paton, Esquires, have Nominated, Constituted and Appointed, and by these presents do Nominate, Constitute and Appoint you, the said Honourable James Patton, John Beatty and John Paton, Esquires, to be Our Commissioners for visiting Our said University of Toronto, as aforesaid, giving and, by these Presents, granting to you, as said Commissioners, full power to cite before you, acting as aforesaid, the Chancellor, Vice-Chancellor and Members of the Senate and all other Officers of Our said University, and all Clerks, Servants and others having office therein, or in connection therewith, or otherwise, subject to the Visitorial power in Us, by law vested in that behalf, and to appear personally before you acting as aforesaid, and to examine them and every of them, as to all matters and things that may be deemed necessary for the purpose of enabling you, the said Commissioners, to carry into effect the objects of this Our Commission, together with all such further and other power, authority and jurisdiction as for the purposes aforesaid, or for any other within the Visitorial, or any other, power in us, or in Our Governor of Our said Province, for the time being, for, and on Our behalf, in this behalf legally vested, it doth, or may in Us, lie, by virtue of Our Prerogative Royal, or otherwise howsoever, by these Presents, to Give, Grant, or Confer: To have and to hold the same to you, the said Commissioners, acting as aforesaid, for and during Our pleasure. And we do hereby direct and appoint that you, the said Commissioners,

acting as aforesaid, do certify your several proceedings from time to time, to Our Governor, or the person administering the Government of Our said Province, for the time being, as the same shall be respectively completed and perfected; and We do hereby Command, as well the said Chancellor, Vice-Chancellor and Members of the Senate, and all other Officers of Our said University, as all and every the Clerks and Servants thereof, and all other persons, engaged in and about Our said University, or the affairs thereof, and all others Our loving Subjects whomsoever, that they be assistant to you, in the execution of these presents.

IN TESTIMONY WHEREOF, We have caused these Our Letters to be made Patent, and the Great Seal of Our said Province of Canada to be hereunto affixed. Witness, Our Trusty and Well beloved the Right Honorable Charles Stanley, Viscount Monck, Administrator of the Government of the Province of Canada, etcetera, at Our Government House, in Our City of Quebec, in Our said Province, this Twenty-eighth day of October, in the year of Our Lord, One thousand eight hundred and sixty-one, and in the Twenty-fifth year of Our reign.

(Seal) By Command, C. ALLEYN, *Secretary.*

LETTERS RECEIVED BY DOCTOR RYERSON IN REGARD TO THE COMMISSION.

1. *From Doctor John Beatty of Cobourg.*

I found upon meeting my fellow Commissioners, Messieurs Patton and Paton, that the appointment of the Bursar of the University of Toronto, Mr. David Buchan, as Secretary to the Commission was very unpalatable. . . .

At our First Meeting Mr. Patton read the two Commissions,—one for the University and one for University College. Although, distinct, they do not differ in their terms. There was nothing said in the Commissions about a Secretary; but, after they were read, Mr. Buchan laid before us a Letter from the Governor's Secretary, appointing him Secretary of the Commission. Mr. Patton had a similar notice sent to him.

On adjournment we informed Mr. Buchan that we felt a difficulty in the matter, as by our Commission of Inquiry and Investigation, his Office must necessarily come under our scrutiny, and that we must, as a matter of business, depend upon him, as a most essential Witness on all Matters relating to the charge of extravagance in the expenditure of the Funds of the University, and in the suggestions of reduction in that expenditure, and that we felt that there should be the most unreserved confidence in the Communications between the Commissioners and their Secretary. . . . Mr. Buchan received our Statement and objections in a very proper and right spirit. . . . He said that he has not the slightest desire to be Secretary, and proposed to resign, and let the Government appoint another in his place. . . . Upon further consultation, he withdrew his proposal, and thought it best for the Chairman to communicate with the Government on the subject.

We then requested Mr. Buchan to have made out for us a full statement of all the Properties of the University,—their, location, value, sources of Revenue, etcetera. It was also decided to write to the Reverend Doctor McCaul for a Statement of the Professors and officers, etcetera, of the University College.

COBOURG, November the 26th, 1861. JOHN BEATTY.

(NOTE. Matters having been arranged satisfactorily with the Government and Mr. Buchan, he was retained as Secretary.)

2. *Letter from the Very Reverend Doctor Leitch to the Reverend Egerton Ryerson.*

I have received your kind Letter, welcoming me back to Canada, I can assure you that I value much this expression of feeling. Now that Canada is the Land of my

adoption, I am ready to lend my aid in any way calculated to promote the elevation and efficiency, of our Educational Institutions. I cannot love Canada as you, a Native can, but I can, at least, sympathize with you in your great work of organizing Institutions which are to mould the character and secure the future greatness of this Country. I fear it is in the very nature of Colonies not to be strictly honest, in the first stages of their progress,—I allude to the character of Public Men, but this only enhances the value of Men imbued with genuine patriotic feeling and guided by high principles of integrity.

I shall be very glad to take advantage of your kind invitation to visit you in Toronto, as I should like much to converse with you on the present state of the University Question. The Secretary was objected to by the Commission on that Question, and this was likely to be made a pretext for breaking it up altogether. I learn, however, that the Commissioners have at last assented to the appointment, as Secretary, of the Bursar of the University, who was the party in question.

KINGSTON, December 13th, 1861. WILLIAM LEITCH.

CHAPTER XXV.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, 1861.

January 24th, 1861. Several Communications were laid before the Council.

A number of Applications for the situation of Furnaceman and Messenger in the Normal and Model Schools was laid before the Council. These having been under consideration, it was,—

Ordered, That Charles Parsons be employed on trial for a month, at the same salary as James Ryan formerly enjoyed, videlicet, £75 per annum.

A number of Accounts of the Normal and Model, and Model Grammar, Schools for the year 1860 were laid before the Council, and approved.

A Schedule of Expenses incurred on the reception of His Royal Highness of Prince of Wales at the Education Department and of Illuminations was laid before the Council and approved.

On Tuesday, the 25th June, His Royal Highness Prince Alfred, accompanied by His Excellency Sir Edmund Head, Major Cowell and other Members of his Suite, visited the Education Department. The Prince was received at the principal Entrance by the Reverend Doctor Ryerson, Chief Superintendent of Education for Upper Canada, the Deputy Superintendent and other Officers of the Department. On his entrance Mrs. Ryerson handed His Royal Highness a choice and beautiful Bouquet of Flowers which was graciously received. He was then conducted to the Council Library, where he entered his name in the Visitors' Book as "Alfred" His Excellency and Major Cowell also entered their names as Visitors, as follows:

ALFRED EDMUND HEAD, J. C. COWELL.

From the Council Room the Royal party was conducted over the entire Establishment, including the Museum, the Normal and Model Schools and the Map and Library Depositories: In the Maps and Apparatus of Canadian Manufacture, they all expressed much interest. On leaving the Building, a pretty little Bouquet of Flowers was presented to the Prince by Master Francis E. Hodgins, which His Royal Highness smilingly accepted. As his Carriage drove off, three hearty cheers were given for the Prince, three for the Queen, and three for the Governor General.

July 26th, 1861. Several Communications were laid before the Council.

The Letter of Mr. G. R. R. Cockburn, resigning his position as Rector of the Model Grammar School, having been laid before the Council, the Council accepted Mr. Cockburn's resignation.

August 6th, 1861. Several Communications were laid before the Council.

The appointment of a Rector of the Model Grammar School having been under consideration it was,—

Ordered, That the Reverend William F. Checkley, A.M., T.C.D., for several years Head Master of the Barrie Grammar School for Upper Canada, be appointed in the place of Mr. George R. R. Cockburn A.M. resigned. It was further,—

Ordered, That the Rector of the Model Grammar School be appointed one of the Inspectors of Grammar Schools for the remainder of the current year, that the Reverend Doctor Ormiston, and the Reverend John Ambery, A.M., First Classical Master in the Model Grammar School, be also Inspectors of Grammar Schools for the current year.

Ordered, That the Rector of Model Grammar School be one of the Examiners of Candidates for Masterships in the Grammar Schools.

Ordered, That Mr. John H. Sangster, A.M., Mathematical Master in the Normal School, be also one of the Examiners of Candidates for Masterships in the Grammar Schools.

Several subscriptions to the Superannuated Common School Teachers' Fund having been sent in to the Department, at the rate of $4 per annum for year of service were accepted, subject to the approval of the Council it was,—

Ordered, That all such subscriptions for preceding years be at the rate of $5 per annum; but that for the current years' subscriptions, the rate remain as it is now, videlicet, $4 per annum.

The Letter of Mr. R. W. Scott having been under consideration, it was,—

Ordered, That a special exception be made in favour of Common School Teachers, holding legal Certificates of Qualification, who are employed as English Masters in Grammar Schools, and that, upon compliance with the Regulations in regard to the Superannuated Common School Teachers' Fund, they be placed on an equal footing with other Subscribers to the Fund.

September 3rd, 1861. Several Communications were laid before the Council.

The Letter of the Reverend W. F. Checkley, having been read, accepting the Rectorship of the Model Grammar School, it was,—

Ordered, That a Communication be addressed to him, informing him of his appointment by the Council as Rector of the Model Grammar School.

The letter of A. R. Strachan, M.D., having been under consideration, it was,—

Ordered, That the resignation of Doctor Strachan be accepted, and that his Brother be employed on trial in the same department of the School.

It having been deemed desirable to provide for a Training Class in connection with the Model Grammar School, and, also to revise the general Regulations of that School, it was,—

Ordered, That, with this view, the following be the General Regulations in force in the Model Grammar School.

(NOTE. These, with other information, in regard to the Model Grammar School, in consequence of a change in the Rectorship, are inserted in a subsequent Chapter of this Volume.)

October 30th, 1861. Several Communications were laid before the Council.

The letter of Mr. James Forsyth, the Gardener, having been under consideration of the Council, it was,—

Ordered, That his request be complied with, and that he be allowed such fuel as he may use in his own House.

The Chief Superintendent reported that he had temporarily arranged to employ Mr. Emile Conlon, French Master, for ten hours per week, instead of eight hours and to pay him at the rate of £100, instead of £80 as heretofore. The Council concurred in the arrangement, and ordered that it be carried into effect.

The letter of Mr. J. D. Borthwick, in regard to Text Books, having been under consideration, it was,—

Ordered, That as the Council is not prepared to take up the question of revising the list of Text Books for Common Schools, the matter be deferred for the present.

December 24th, 1861. Several Communications were laid before the Council.

The Letter of Mr. G. R. R. Cockburn, late Rector of the Model Grammar School, having been under consideration, it was,—

Ordered, That his suggestions be adopted, and that from the First proximo, to the Thursday before Easter be the Winter Term of the Model Grammar School. It was further,—

Ordered, That no pay Pupil be continued in the School unless the required Fee be paid in advance, or at least within one week after the beginning of each Term. The Rector is hereby authorized to enforce this Regulation.

Several applications from Superannuated Common School Teachers were laid before the Council and approved.

CHAPTER XXVI.

CORRESPONDENCE OF THE CHIEF SUPERINTENDENT WITH THE GOVERNMENT ON FINANCIAL MATTERS, 1861.

I. To the Secretary of the Province on the School Apportionment.

I have the honour to enclose copies of Letters addressed by me to the Finance Department on the 29th of April and on the 29th of May respectively.

As Letters are constantly arriving from the various Municipalities, throughout the Province asking for information which the Law requires me to furnish to them in May, and the want of which seriously impedes their operations, but which I cannot furnish until the Letters above referred to be answered by the Government, I beg that they may meet with immediate attention.

Toronto, June 10th, 1861. Egerton Ryerson.

II. Reply to the Foregoing Letter by the Auditor of Public Accounts.

Your Letter of June the 10th addressed to the Provincial Secretary, has been referred to me upon my return to Quebec. The balance available for Grammar Schools January 1st, 1861, was $26,669.72, to which is to be added for the year 1861, the annual Grant $10,000, and Grant in the Estimates of $3,200, besides what may accrue from the collections of the Crown Lands Department, and interest on the balances in the hands of the Government.

The balance of the Legislative School Grant on January, 1st 1861, was $48,406.66, to which add the proportion of the Grant of 1861. With regard to the latter, the additional sum voted in 1861 was $168,000, whereas, in former years, it was only $160,000. In the absence of the Minister of Finance, I have not been able to ascertain whether the additional $8,000 was granted for any special objects, but I think it would be best to assume that only $160,000, School Grant, should be divided, which would give, for Upper Canada, altogether $186,032.32, the same as last year. The remaining $8,000 can be dealt with afterwards.

Quebec, June 17th, 1861. John Langton, Auditor.

III. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE RECEIVER GENERAL.

I have the honour to state, that, from the Public Accounts for 1860, this Department appears charged with the receipt, on account of the Legislative School Grant for Upper Canada, of $13,056.21 more than Warrants have really been issued for.

In elucidation of the matter two statements are enclosed herewith.—Number one, showing the actual state of the Funds for 1859 and 1860, according to our Books, and Number Two, the manner in which the charges in the Public Accounts have been made. From these it will appear that, in 1859, a sum of $1,140.41 was charged, in addition to what was actually paid in that year, and that a Warrant for $11,915.80, was issued on account of the Grammar School Fund at the close of 1859, and included in the sum of $43,001, charged against that Fund in the Public Accounts of 1859,. This sum is again charged to the Legislative School Grant in the Public Accounts of 1860. These two items together mke up the $13,056.21 above referred to.

I beg that you will have the kindness to inform me, at an early day, whether the Statements now submitted by me are not correct, as the Annual apportionment to the Common Schools is required by Statute to be made on, or before, the 1st May, and the amount to be apportioned cannot be ascertained before this matter is settled, and as I have not been able to obtain any satisfactory explanation from the Auditor of Public Accounts on the subject.

TORONTO, 29th April, 1861. EGERTON RYERSON.

IV. REPLY TO THE FOREGOING LETTER BY THE AUDITOR OF PUBLIC ACCOUNTS.

Your letter of the 29th of April, to the Receiver General, respecting the discrepency in your Account as it appears in the Public Accounts, has been referred to me. I think the origin of the error, which undoubtedly exists, has been already explained. In Statement Number Twelve, where the details are given, the correct amount paid to you in both years is charged, but in, 1859, it is wrongly distributed between the Common and Grammar Schools, in consequence of Warrant Number 35 being (paid on the Twelfth of January of that year), having been issued in one sum, although two distinct Warrants were recommended by me.

The sum of $13,056.21, which was recommended on account of the Grammar Schools, is included in the general sum of $34,500 charged to the Legislative School Grant. In the subsidiary Account of that year, in which we are obliged to take the distribution of the Warrants from you, an error was made in taking the sums paid to you for your financial year, instead of for ours. This was rectified, as far as the Grammar Schools are concerned; but the Legislative School Grant, which does not form an account in the Ledger, still stands charged with the whole Warrant of January 12th, 1859 for $21,500 although $13,056.21 of that amount was on account of Grammar Schools. I will take care that the error is corrected.

QUEBEC, May 23rd, 1861. JOHN LANGTON.

V. FROM THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to inform you that His Excellency the Governor General has had under his consideration in Council your Letter, of the 7th of September, 1859,* submitting certain Statements and Recommendations, in regard to matters affecting the interest of the Normal and Model Schools, the Model Grammar School, and the School of Art and Design.

With reference thereto I have the honour to transmit for your information, a copy of an Extract from an Order-in-Council on the subject of that Communication.

QUEBEC, 29th May, 1861. C. ALLEYN, Secretary.

*For this Letter see pages 287-289 of the Fourteenth Volume of this Documentary History.

ENCLOSURE: COPY OF A REPORT OF A COMMITTEE OF THE HONOURABLE THE EXECUTIVE COUNCIL, APPROVED BY HIS EXCELLENCY THE GOVERNOR GENERAL-IN-COUNCIL ON THE 23RD OF MAY, 1861, IN REGARD TO CERTAIN EXPENDITURES OF THE EDUCATION DEPARTMENT FOR UPPER CANADA.

On a Memorandum dated 23rd April, 1861, from the Honourable the Solicitor General of Upper Canada, reporting that the Chief Superintendent of Education for Upper Canada has expended, from time to time, between the year 1856 and the end of 1860, out of the Monies appropriated for Educational Purposes in Upper Canada, the following amounts, that is to say, $9,865.35 on account of the Normal and Model Schools,—$14,139.67 on account of the new Buildings for the Model Grammar School,—and $13,292.09 for the Educational Library and Museum, and the accounts thereof, in detail, have, from time to time, been transmitted to, and examined by the Auditor of Public Accounts. That the Chief Superintendent has requested that these Expenditures be sanctioned, which he, the Solicitor General, recommends.

The Solicitor General further states that the Chief Superintendent has reported that the unexpended balances of the Maps, Apparatus and Library Grants will in future probably average from $18,000 to $20,000 per annum, and he proposes that, out of these balances, there should be applied annually $6,000, that is to say, $4,000 to the Normal and Model Schools, and $2,000 to the proposed School of Art and Design,—That he, the Solicitor General, concurs in this suggestion and recommends that the proposed appropriation of $6,000 be carried out, and that the same be sanctioned and authorized by Act of Parliament.

The Committee submit the above recommendation for Your Excellency's approval.

Certified, WILLIAM H. LEE, Clerk of the Executive Council.

V. THE PROVINCIAL AUDITOR TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I enclose a statement of your Account, as it will appear in the Public Accounts. Of course we differ in the balance which we bring on for Common Schools, as we made the transfer of $302 to Grammar Schools in 1859, and you made it only from your first Warrant in 1860, and the Warrants will have a similar difference, but we ought to have agreed to the end of the year. There has arisen, however, another slight difference during the year. The large Warrant which you received in July, you distribute thus;

To the Common Schools	$144,733 00
To the Separate Schools	6,141 00
To the Superannuated Teachers	2,000 00
	$152,874 00

whereas the Warrant was for $152,875.00; we have, therefore, increased your distribution to Common Schools to $144,734.00, to make it correspond with the Warrant. On the other hand, you have given credit on account of Common Schools for $19,283.00. whereas the Warrant was for $19,282.00 in accordance with your application of June 20th, in which you estimate that the whole amount required for that service at $38,-565.00, of which you say $19,283 will not be required until December.

In regard to the Grammar Schools there is a similar difference to what arose last year from the same cause. The last Warrant for $19,283.00 came into our Books in 1860, but was not received by you until 1861. According to you, your balance on

December the 31st was	$7,721 34
Add Warrant for	19,283 00
	$27,004 34
Left over credited by you in July	1 00
Our Balance	$27,003 34

To prevent the recurrence of this difference, would it not be better that you should apply for the second half of the Apportionment to the Schools earlier in December, so that the Warrant might come into the Books of both Departments in the same year?

There is a further permanent difference between us, which does not affect the total annual payments; but, in case the method of making the payments would be altered hereafter, it may be as well to have the difference cleared up. The first of the quarterly Warrants, which you receive in each year have come into the Books of the Province in the previous year. By you they are apparently treated as the Warrants for the March Quarter held in advance, by us they are regarded as those for the December Quarter of the previous year. This has been the case ever since the settlement made between Upper and Lower Canada in 1856. (See Public Accounts 1856, page 254.) The first Quarterly Warrants which you received in that year had been entered by both of us before the settlement was made,—by you in the Accounts of 1856, and by us in those of 1855, as at that time our (Financial Year) ended on January the 31st, and the settlement was made up to that date. But, in the next succeeding year, ending December the 31st, we charged four more Quarters Warrants, but you only gave credit for three more. This does not really effect the balance against you, as we have no account with you personally in the Provincial Ledger and in the Subsidiary Account the difference is noted. It will not even make any difference in the balance available from the Legislative Grant, if you assumed the balance established in 1856 to have been that in January 1st. But if you assumed it, as it really was, the balance on January the 31st, we have, at the close of 1860, one Quarter more Warrants charges against the Grant then you had. In any case, I think it would be better to bring our practice into correspondence, as difficulties might arise in the event of a change in your office, or in mine. If our Quarterly Warrants were issued earlier in the Quarter you would have five quarter payments in the current year where we should only enter four, and the balance of your own account would agree with our Subsidiary Account. If you see no objection to this I propose making the alteration in 1861.

QUEBEC, March 12th, 1861. JOHN LANGTON, Auditor.

VI. REPLY TO THE FOREGOING BY THE CHIEF SUPERINTENDENT OF EDUCATION.

VII. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL AUDITOR.

I have the honour to state, in reply to your Letter of the 12th instant, that the transfer of $1 from the Grammar School Fund account to that of the Common School Fund was made in January and will appear in the Accounts of this Quarter.

I do not think the Warrant issued in January, 1861, and received by us on the 10th of that Month for $19,283, should have been entered in 1860, but this appears to have been done to balance your Account, in which the apportionment of $38,565 had been entered from the June Estimates. As the Quarterly Estimate cannot always be exactly calculated it would be better to wait for the Accounts, where the distribution of the Grants is definitely entered; and if this is not done our Accounts can never agree.

The question you raise as to the Quarterly Warrants can easily be settled when an answer is received to my Letters of the 16th November and 17th January, which you have not yet noticed. Until then, we cannot ascertain whether the discrepancies there referred to have arisen as surmised in those Letters, or whether these Quarterly Warrants have anything to do with it.

As you express the wish to bring our practice, into correspondence, I hope you will find it convenient to reply to these Letters at an early day.

TORONTO, March 18th, 1861. EGERTON RYERSON.

(NOTE. No further reply was received from the Auditor but the Matter was subsequently satisfactorily arranged with him personally).

VIII. The Provincial Auditor and the Chief Superintendent of Education.

To the Editor of The Globe:

In *The Globe* of yesterday you again represent me as having refused to submit my Accounts to the Auditor of Public Accounts; and in *The Globe* of this Morning you say, "We are assured by one who has the means of obtaining information that Mr. Langton carried his point for which he contended so long, and that he now audits all the Accounts of the Department of Public Instruction for Upper Canada."

I desire to make no other reply to your statement than that which is contained in the enclosed copy of a letter on this subject, which I addressed to the Honourable the Inspector General in February, 1859, and the insertion of which in *The Globe* I request as an act of common fairness and justice. This Letter will shew that all which has been published in *The Globe* these three years about my refusing to have my accounts audited, is utterly unjust and unfounded.

Toronto, December 5th, 1861. Egerton Ryerson.

(Note. The enclosure sent to *The Globe* of the Chief Superintendent's Letter of February, 1859, is too long to send entire. I, therefore, only insert what specifically refers to the Statement in *The Globe's* Editorial.)

Enclosure. . . . In the proceedings of the Legislative Assembly of the 18th instant . . . . . it is stated that (in referring to the Chief Superintendent of Education), Mr. Brown asks:—

"Is it true that the Accounts of the Book Department of the same Functionary have never been audited from the start of the Establishment to this day? Is it true that the Auditor General demanded that such an examination should be made,—that the Chief Superintendent of Education refused to allow it,—and that an appeal was made to the Inspector General, who has not the courage to enforce the demand, which the Auditor General had made?"

2. In reply to that five fold question, you are reported to have said "That is not correct." But no particulars were stated.

3. It is very clear that Mr. Brown could not have framed those questions without pretended information given by some person in the Auditor's Branch of your Department. It refers to Communications said to have taken place between the Auditor and myself, and the Auditor and the Inspector General.

4. As it relates to the former, the statement is utterly untrue, and, therefore, the latter must be untrue; for, if the Accounts in question were never refused by me, the Auditor could not have appealed to the Inspector General to compel me to do what I had never refused to do, much less could the Inspector General have had his courage tested, (if any were required,) "to enforce the demand which the Auditor General had made."

5. I may remark that when the Auditor of Public Accounts was appointed, and the Board of Audit was organized, in the latter part of 1855. I was then absent in Europe, and did not return April, 1856. But the Auditor, soon after his appointment, entered upon a minute examination of the Accounts of this Department,—including those of the Book and Map Depositories,—as well as those of the Normal and Model Schools, and of the Schools generally. A glance at the Correspondence which took place in my absence between Mr. Langton and Mr. Hodgins, the Deputy Superintendent, from December, 1855 to March, 1856, cannot fail to satisfy you that, not only was the minute examination of the Accounts of this Department made, but also extended to an examination of the balances as far back as to 1846,—nine years.*

*By reference to pages 156-162 of the Twelfth Volume of this Documentary History, it will be seen that the whole of the Accounts, with accompanying vouchers for the year 1855, were sent by me to the Provincial Auditor on the 26th January, 1856. The Papers and Documents sent to the Auditor included the Accounts and Vouchers of the Eleven Heads, under which the Receipts and Expenditures of the Education Department were classified. In addition, a special Memorandum was sent, explanatory of the operations of the Department and also thirteen separate Summaries in brief of the Receipts and Expenditures under each named Head, and six Schedules of Vouchers. *Editor.*

6. I herewith enclose extracts from Mr. Langton's Letter to Mr. Hodgins, in reply to one of his, illustrative of the minuteness with which he examined into Accounts of Books and Maps, as well as those of ten other Separate Accounts, and to the extent to which he required Vouchers.*

. . . . . .

13. In the interview, with which you favoured me the other day, I stated that I had not only rendered Accounts of the Book, Map and Apparatus Depositories, but had been ready to give all the details which might at any time be requested; and the above extracts of Letters show that the Auditor was not less ready to ask for explanations and details in regard to the Book Depository, or other Accounts of the Department than its Officers were to give them. But, instead of my being asked for the Invoices of the Library Books bought, (if they were desired, and as I had offered them, if requested, since December, 1856), it seems that Mr. Brown was informed that I had refused to let the Auditor examine by Book Accounts at all; and attacks have been made upon me in Mr. Brown's and other Newspapers on the same grounds, and upon the same professed authority, since May, 1858.

14. I think I have a right to appeal to the Government for protection against such attacks professedly founded upon private information from the Auditor's branch of your Department.

15. I am aware that Mr. Brown and certain Booksellers have been very anxious to get the Invoices of Books furnished by Publishers to this Department and for obvious reasons. If the Government think proper to lay these matters before the public, I can have no objection, nor have I any desire to impose upon myself the responsibilities and labours of providing the Municipalities with Libraries and the School Authorities with Maps and Apparatus only as the Government may consider it necessary for the best educational and intellectual interests of the Country. But I submit that the Auditor's Office is not to be the vehicle of furnishing to parties opposed to me and to this Department with materials of attack, for what I have done under the authority of Legislative enactment, and by the express sanction of the Government, after having submitted to its consideration the whole plan of my proceedings, as I did also to Public Conventions in the several Counties of Upper Canada.

16. I am, as I have at all times been, ready to lay before the Government every Letter, Invoice, Account, or Book belonging to this Department, in any manner desired, and to be responsible to it for all that I have done, or failed to do; but I again submit that it is unfair and unjust to me to be the object of attacks, founded on private statements, professedly derived from the Auditor's branch of your Department; and I respectfully appeal for protection against such proceedings in future.

TORONTO, February 28th, 1859. EGERTON RYERSON.

IX. SALARIES OF OFFICERS OF THE EDUCATION DEPARTMENT. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith a Statement and Memorandum on the subject of Salaries of the Deputy Superintendent and other subordinate Officers in the Department of Public Instruction in Upper Canada.

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*The following is a copy of this Letter of Mr. Langton to the Deputy Superintendent.

I have the honour to acknowledge the receipt of your letter of February 16th, with the accompanying Vouchers. The explanation and further elucidation of the different items, formerly remarked upon, are satisfactory, and your Balance, as finally corrected is £23 248.21 2.

I may be permitted to remark that had the audit and approval of the Council of Public Instruction respecting some of these items been, as you say they were, "reasonably supposed to be final," there would have been no provision in the Audit Act that I was also to audit your account. If they are to come before me at all, I must call your attention to any inaccuracies, or deficiencies, which I may observe, and the facility with which you have supplied all other further information which I required, not only proves, what I never doubted, the admirable system which pervades the whole of your Department, but also the reasonableness of my demands.

I have conferred with the Attorney and Solicitor General for Upper Canada on the subject; and, in accordance with their suggestion, I now transmit the papers relating to it to you, for the favourable consideration of His Excellency in Council.

I may observe that the subordinate Officers in the Education Office of Upper Canada feel that they have not been treated with the same consideration as the other subordinate Officers in other Departments, who have received gratuities at different times; whereas the subordinate Officers in the Educational Department had only an increase of salary in 1855; and then their salaries were not made equal to those of corresponding subordinate Officers in other Departments.

For the fullest information in regard to the merits and claims of Mr. Hogdins, Deputy Superintendent, I refer to my Letter of the 22nd of July, 1857,*

No language that I can employ would be too strong in recommendation of Mr. Marling, the Bookkeeper, Accountant and Senior Clerk in the Department.

But I refer to the accompanying Memorandum for a statement of the grounds on which each of the recommendations has been made.

QUEBEC, April 17th, 1861. EGERTON RYERSON.

ENCLOSURE: NUMBER ONE. DETAILS OF THE DUTIES OF THE EDUCATION DEPARTMENT.

The business of this Department is as extensive as its machinery is complex, and unites in itself the exercise of judicial, financial and general functions. During the last few years its duties have rapidly increased and extended, and are now more than can be accomplished by the present Staff,—as will be seen by the following sketch.

Before going into detail, it may be well to remark that since the year 1850, several additions have been made to what was formerly the ordinary routine of the Office—which have, at the same time, added materially to the efficiency and influence of the Department. These may be classed as follows: The erection and furnishing and care of the new Normal and Model School Buildings.—The establishment of the Depository of Maps, Books and Apparatus for Public Schools and Libraries.—The payment of the annual Legislative School Grant, and the auditing of the Accounts of about 400, or 450, Municipalities.—Superintending the printing and distribution of about 4,000 copies of the Chief Superintendent's Annual Report and Registrars, (yearly) for all of the Schools and of the *Journal of Education*, (monthly,) etcetera. These, of course, do not include the additional duties imposed upon the Chief Superintendent by the Supplementary School Act.

But independently of all this, there has been an exceedingly large increase in the number of Municipal and School Corporations and Superintendents, since the close of 1849. At that time there were twenty District Councils, twenty-three County local Superintendents of Schools and about 2,800 School Corporations, total 2,843. At the present time we have to do with about 420 Municipal Councils and Treasurers and local School Superintendents—30 County Boards of Public Instruction and 3,500 School Corporations in all 4,200,—the Correspondence and Reports of which have more than quadrupled since the period mentioned.

These additions required the organization and adoption of a system peculiar to the Functions and duties of the Department, and have resulted in dividing the Education Office and Department into three Branches, videlicet: The Education Office, which includes the General Administration of the School Laws: Decision on School disputes, requiring an explanation of law: Payment of the Legislative School Grant:——Auditing the County School Accounts and the compiling of the Annual Reports: Furnishing Teachers' Registers: Attending to the office correspondence: Referring to the admission of Students into the Normal School, and their Weekly payments: Using Provincial Certificates, and procuring Maps, Books, Apparatus and for the Depository, etcetera.

* A copy of this Letter is printed on pages 159, 160 of the Thirteenth Volume of this Documentary History.

ENCLOSURE NUMBER TWO....Memorandum on the Salaries of the Officers and Clerks of the Education Department for Upper Canada, with a view to place them on the same footing as the Officers and Clerks in the other Branches of the Public Service.

J. George Hodgins, LL.B., who has held his appointment as Deputy since June, 1855, was appointed sole Clerk of the Upper Canada Education Office, October, 1844. In 1857 his salary was fixed at £500; but, (as stated in the Provincial Secretary's Letter of the 13th October, 1857), "*in consideration of his long and laborious services connected with the establishment of a new Department,*" His Excellency granted him, in addition, £50 per annum during his tenure of Office. During all the years mentioned, however, Mr. Hodgins never received any portion of the gratuities which were, especially in 1853 and 1854, given to the Officers and Clerks in all the other Public Departments, as detailed in his Letter of the 22nd of July, 1857. Besides, in 1857, when the Salaries of all the Deputy Heads of Departments, as well as the Heads of various branches, for instance in the Finance Minister's Department, were raised to £650 per annum, by authority of the Civil Service Act, Mr. Hodgins was not allowed the benefit of that Act, but his salary was fixed at £500, with a good service allowance of £50 per annum, as above, although he had been thirteen years (now seventeen) in the Public Service, while many of those whose Salaries were fixed at £650 in 1857 were considerably his juniors in the Civil Service. It is, therefore, right and proper that Mr. Hodgins' salary be fixed at £650, to take effect from the passing of that Act in 1857. If the Civil Service Act was applied to the Employes of the Upper Canada Education Department, they would be entitled to the following allowance.

1. Deputy Superintendent £650 per annum, instead of £550.
2. Senior Clerk and Accountant £400 per annum, instead of £300.
3. Clerk of Correspondence £240 per annum, instead of £225.
4. Clerk of Statistics £275 per annum, instead of £250.

The other salaries are paid from the Educational Depository Profits.

X. REPLY TO THE FOREGOING LETTER BY THE PROVINCIAL SECRETARY.

I have had the honour to receive and lay before His Excellency the Governor General, your Letter, of the 17th instant covering a Statement and Memorandum on the subject of the Salaries of certain of the Officers of the Department of Public Instruction for Upper Canada.

QUEBEC, 22nd April, 1861. CHARLES ALLEYN, Secretary.

(NOTE. Nothing further was done on this matter, and the request that the Officers of the Department be treated as the other Officers, under the Civil Service Act was not granted, nor was any reason for not doing so given.)

XI. FROM THE SECRETARY OF THE PRESIDENT OF THE EXECUTIVE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am directed by the Honourable the President of the Executive Council to request you will have the goodness to cause to be prepared and transmitted to me with the least possible delay a statement, containing the information specified in the accompanying blank form, so far as the same may be applicable to your Department respecting the Officers, Clerks, Messengers, etcetera, attached to the Education Office for Upper Canada.

QUEBEC, November 5th, 1861. W. A. HIMSWORTH, Pro-Secretary.

XII. Reply to the Foregoing Letter by the Chief Superintendent of Education.

I have the honour to acknowledge the receipt of your letter of the 5th instant, requesting me, by direction of the Honourable the President of the Executive Council, to transmit a Statement containing the information specified in the blanks which you inclosed, so far as the same may be applicable to this Department, respecting the Officers, Clerks, Messengers, etcetera, attached to the Education Office of Upper Canada.

I herewith return the Blanks filled up as required.

I may observe that the three Clerks mentioned in the paper Number Two are not properly speaking Officers of the Education Department, but of the Library and Apparatus Branch of that Department, and are paid out of the proceeds of that Branch, and not out of the Public Revenue; while the Clerks of the Office mentioned in Paper Number One devolve the duties of keeping the Accounts, preparing statistics, etcetera, arising from the Book and Apparatus Depositories, as well as those of the Officers prescribed by law.

Toronto, November 15th, 1861. Egerton Ryerson.

APPENDIX TO THE SIXTEENTH VOLUME.

MACMASTER UNIVERSITY, TORONTO.

McMASTER UNIVERSITY, TORONTO, INCLUDING WOODSTOCK AND MOULTON COLLEGES.

McMaster University is the product of a long struggle on the part of the Ontario and Quebec Baptists to give effect to their conviction as to the importance of the Higher Education. That conviction busied itself first with making provision for an educated Ministry, and looked only to the establishment of a Theological School. Such was the Montreal College, which did useful work from 1836 to 1849, under the successive Principalships of the Reverend Doctor Benjamin Davies and the Reverend Doctor J. M. Cramp. Its failure was due to its distance from the centre of its constituency, divided counsels, and the general financial depression of 1848-1850. The following year the Baptist Union of Canada West considered a plan for a Theological School in Toronto, but nothing came of it. In 1852, the Maclay College scheme for a like purpose was floated, and pledges for $25,000 were secured; but difficulties arose, delays ensued, pledges lapsed, and, in 1856, that enterprise was abandoned.

The Canadian Literary Institute, Woodstock. Soon afterwards the Reverend R. A. Fyfe, D.D.,—the greatest figure in Canadian Baptist history,—suggested a new plan which should combine Literary and Theological Departments, and offer to young men and women the opportunity of obtaining a general education under Christian influences in a Residential School. The plan was received with favour. In 1857, an organization was effected, and, by an Act of the Canadian Parliament, (20th Victoria, Chapter 217), incorporated under the name of the Canadian Literary Institute, Woodstock. Slight amendments were made in 1864, (27th and 28th Victoria, Chapter 143) and 1877 (Ontario Legislature, 40th Victoria, Chapter 63). Fourteen Trustees were named in the Act, and provision made for the election of Successors by the subscribers to the College funds. Control was thus vested, not in the Churches, or Convention, but in the Subscribers. By their voluntary gifts it was supported and, although offers of Municipal aid were made, they were always courteously, but promptly, declined, even in times of great financial embarrassment. The Institute was opened in 1860, and was immediately successful in attracting Students. The Literary course covered the work of the Public and High Schools, and was later extended to cover half the course of the University of Toronto, with which for some years it was affiliated.

Toronto Baptist College and Woodstock College. After the Reverend Doctor Fyfe's death in 1878, Professor J. E. Wells, M.A., became Principal of the Literary Department, and the Reverend John Torrance, M.A., of the Theological, and suggestions for the removel of the latter Department to Toronto became more frequent. Through the munificence of Senator William McMaster this was effected; and, in 1881, the Toronto Baptist College was comfortably housed in McMaster Hall, Queen's Park, and was opened with twenty Students and a staff of three Professors, under the Presidency of Reverend John H. Castle, D.D.

The Act of Incorporation, (44th Victoria, Chapter 87), named twenty Trustees and gave them "full power and authority, (a), to appoint, dismiss, or remove Trustees and to appoint new Trustees from time to time," and, (b), "as to the appointment and dismissal of all Professors, Tutors and Teachers, and all Officers of the said College, and for and in respect of every matter and thing connected with the control, maintenance and regulation thereof." The Faculty, with the concurrence of the Trustees, were empowered to confer Degrees in Divinity. Thus the Toronto Baptist College was a close corporation, conducting the work of Ministerial Education for the Regular Baptists of Ontario and Quebec, and, later, for all Canada; for, in 1883, the Theological Department of Acadia University was closed, and, in 1885, Prairie College, Manitoba, completed its brief career.

In 1885, the Institution was affiliated with the University of Toronto and in the same Year by an Act of the Legislature, (48th Victoria, Chapter 96), a Senate was created, composed of Representatives of (1), the Board of Trustees, (2), the Faculty, (3), the Faculty of Acadia College, (4), the Faculty of Woodstock College, (5), the Alumni and (6), each of the four Baptist Conventions of Canada. The Senate was given "concurrent power in the appointment and dismissal of Teachers" and "the control and management of the system and course of education" Meantime the Institute at Woodstock had changed its name to Woodstock College; an endowment of $40,000 had been raised for it, and much prosperity was enjoyed under the principalship of the Reverend N. Wolverton, B.A.

McMaster University. The general policy of the Toronto Baptist College was to urge intending Students to take their literary preparatory Course in Woodstock College and the University of Toronto. Notwithstanding their efforts, however, a con-

siderable number of men of defective education attended the College, and literary work was added, and the College Staff increased to meet their needs. For this work recognition was sought in the University of Toronto, and at the same time similar recognition was being sought by other Theological Schools in the City. In the course of the discussion of these adjustments the matter of University Federation was broached in 1884. The Reverend Doctors Castle and MacVicar and Principal Wolverton represented the Baptist Colleges in the negotiations that followed. At the Baptist Union in Brantford, in 1885, Senator McMaster offered $180,000 for such a Federated Arts College, provided the Denomination should increase the endowment of Woodstock College; but, in 1886, the Federation Scheme was abandoned. Mr. McMaster agreed to transfer this money to Woodstock, and Professor Theodore H. Rand, D.C.L., accepted the Principalship of that institution, on the express understanding that it should be free to develop to the full status of an independent University. In 1887, a Charter was obtained from the Ontario Legislature (50 Victoria, Chapter 45,) abolishing the separate Corporations, uniting the two Colleges under the corporate name of McMaster University, and empowering it to grant degrees not only in Theology, but in the various Arts, Sciences and Faculties. During the struggle for the Charter, Mr. McMaster greatly increased his gifts, and, after his death, in the Autumn of that year it was found that he had left about $900,000 for an Endowment of the University. An important feature of the Charter is that control of the University was entrusted unreservedly to the Baptist Convention of Ontario and Quebec. The Convention appoints the Board of Governors of sixteen Members who are given by the Statute "full power and authority to fix the number, residence, duties, salary, provision, and enrolment of the Chancellor, Principal, Professors, Tutors, Masters, Officers, Agents, and Servants of the said University, including any preparatory, or academical, Departments" and to appoint, or remove, any such Officials,—appointments, however, being made only on the recommendation of the Senate. The Senate, since the amendment of 1893, (56 Victoria, Chapter 114,) consists of, (1), the Members of the Board of Governors, (2), six Representatives of the University Faculty, (3), five Representatives elected by the Graduates in Theology, (4), five Representatives elected by the Graduates in Arts, (5), two Representatives elected by the Teachers of Woodstock College, (6), two Representatives elected by the Teachers of Moulton College, and, for Theological purposes, only, (7), eight Representatives are elected by the Baptist Convention of the Maritime Provinces, (8), the President and two Professors of Acadia Universiay and, (9), two Representatives elected by the Baptist Convention of Manitoba and the North West. The Senate was given "control of the system and Course of Education pursued in the University, and of all matters pertaining to the management and discipline thereof, and of the examination of all departments thereof, also the right to confer Degrees and to determine the Courses of Study and qualifications for Degrees, subject to the proviso that the standard for the Matriculation and subsequent Examinations should be as thorough and comprehensive as that maintained in the University of Toronto." The Senate is also authorized to nominate to the Board of Governors all Members of the Teaching Staff, and to prescribe the terms on which other teaching Institutions may affiliate with the Universty.

In October, 1887, the Toronto Convention unanimously voted to "accept the trust on the basis of the Will and Charter," and elected the first Board of Governors. The Guelph Convention of March, 1888, resolved, (1), that the University "should be organized and developed as a permanently independent Christian School of Learning, with the lordship of Christ as the controlling principle," and, (2), to locate the Arts Department in Toronto.

A month later Professor M. MacVicar, Ph.D., LL.D., was appointed Chancellor and the work of organization was begun forthwith.

Coeducation was discontinued at the Woodstock College, and it was re-organized, so as to "provide for Males a thorough and practical general education." Through the generosity of Mrs. Susan Moulton McMaster, the Senator's widow, (who presented the McMaster Residence on Bloor St. East, Toronto, for the purpose,) it was made possible to open Moulton College for Girls in September of the same year. Both Colleges are under the direction of the Senate and Board, and have preparatory, Matriculation, and other Literary and Scientific Courses of equal strength. A Manual Training department, the first in Canada was opened in Woodstock in 1889; and since then a Domestic Science Department has been established in Moulton College. In the latter thorough Musical and Art Courses are also provided. Considerably over $100,000 has been expended in new Buildings, re-fitting, Scientific Apparatus and general equipment: the Collegiate Departments are in the hands of the University Graduates and the result is that these Schools stand unexcelled in Canada for equipment and efficiency.

The Arts Department began work in McMaster Hall in October, 1890, its Classes being open to women as well as men. Chancellor MacVicar resigned in the previous spring, and for the next two years Professor Theodore H. Rand, M.A,, D.C.L., was Chairman of the Arts, and the Reverend Professor Calvin Goodspeed, D.D., LL.D., was Chairman of the Theological Faculty. In 1892, the Faculties were united and Doctor Rand became Chancellor, and Principal, *ex-officio*, of the United Faculty. He was succeeded in 1895 by the Reverend O. C. S. Wallace, M.A., D.D., LL.D., and he, in turn, in 1905, by Professor A. C. McKay, B.A,. LL.D., who has been identified with the University from the beginning. In 1903, Deans in Arts and Theology were appointed.

The University has been successful beyond the most sanguine expectations of its promoters. The Arts attendance has grown to 145; the Graduates in course already number 287; 36 have received the Degree of M.A. and 10 that of B.D. on examination; 29 have taken postgraduate work abroad; and 10 have already arisen to the position of Professors in Universities. The total numbers of Students in all the Departments is about 500.—There are nineteen Professors and Lecturers on the University Staff, five of whom belong to the Theological Department; in Woodstock College seven, and in Moulton College eight, Teachers give their time wholly to Literary work. The University Buildings, Grounds and equipment are valued at $250,000, the endowment at $900,000. Castle Memorial Hall was opened in 1901; and a new Science Hall is to be added this year.

It should be added that in keeping with the character of McMaster University, as a Christian Institution, the English Bible is, by Charter, a required subject in every Course in each Department, and all Teachers must be Members in good standing of some Evangelical Church. At the same time the University is non-sectarian and no religious tests are demanded of any students except in the Theological Department.

January, 1906. *Communicated.*

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